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ABSTRACT

This, the third of three reports on a study of returning students attending Toronto Secondary Schools during the 1977-1978 academic year, provides indepth information about a sample of returning students and their non-returning counterparts on the following topics: (1) student characteristics; (2) circumstances surrounding leaving school; (3) information about employment and unemployment; (4) feelings about working; (5) relationship of school to work; (6) what students learned while out of school; (7) other activities while out of school; (8) thoughts about the future; (9) returnees' feelings about returning to school; and (10) non-returnees' thoughts about returning to school. For the 199 returning students and 95 non-returning students in the sample, the telephone interview schedules were identical except for questions pertaining to the experience of returning to school. Responses to each of the questions are presented for both groups. For several questions, responses of the two groups are statistically compared to determine if the characteristics, opinions and experiences of returnees and non-returnees were similar or different. Summaires of 10 randomly selected interviews are also provided. (Author)

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STUDY OF RETURNING STUDENTS

PART III

Characteristics, Opinions and Experiences of Returnees and Non-Returnees

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#150

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

In June of 1977, the School Programs Committee of the Toronto Board of Education received and approved a recommendation from the Report of the Patterns of Dropping Out Committee --

> "...that information for future decison-making be obtained about the following: the returning student; characteristics, work experience, and the attitude of the schools to their return."
>
> (page 10)

The recommendation was referred to the Director of Education for a feasibility report, and the recommendation was passed by the Board in October, 1977.

The data for this study were gathered by the Research Department in five phases:

- Phase I - Survey of all Toronto Secondary School students to identify returning students and some of their characteristics.
- Phase II - A questionnaire to a sample of Toronto Secondary School students who have never dropped out to determine their attitudes toward returning students.
- Phase III - A questionnaire to all Toronto Secondary School principals and vice-principals, all secondary school guidance counsellors and a sample of secondary school teachers to determine their attitudes toward returning students.
- Phase IV - In-depth interviews of approximately 250 returning students.
- Phase V - Identification of and in-depth interviews of a similar group of students who have dropped out of school and not returned.

This report, which provides information about the characteristics, opinions and experiences of a sample of returning students and a group of students who have not returned as collected in Phases IV and V through in-depth interviews, is the third of three reports describing the

results of this study. The first report (Larter and FitzGerald, 1978) dealt with the information collected in Phase I and the second report (Cheng and Larter, 1979) dealt with the information collected in Phases II and III.

Literature Review

A brief literature review has been included in Part I of the study on pages 2 to 4 (Larter and FitzGerald, 1978).

Purposes of Part Three of the Study

The first purpose of this part of the study is to describe the characteristics, opinions, feelings and experiences of students who have dropped out of school and returned. The members of the Patterns of Dropping Out Committee felt that such information would be valuable for future decision-making related to dropout and returning students.

The second purpose of this part of the study is to describe the characteristics, opinions, feelings and experiences of a group of students who have dropped out of school and not returned and to determine in what ways they are similar to and different from the students who have returned.

Answers were sought to the following ten sets of questions:

(1) Why did the students leave school? Was leaving school their own idea? Was leaving school a good thing to do? What did other people say about their decision to leave school? Did they know what they were going to do when they left school? Did they intend to return to school at the time they left? Was there anything which could have been done to persuade them to stay in school? At what age do they think students should be allowed to leave school?

(2) How many full-time and part-time jobs had the students had after leaving school? What were those jobs? How long were they unemployed? Were the full-time jobs union jobs?

(3) Were they satisfied with the amount of money they made while working? What did they like about working? What did they dislike about working?

(4) What courses did they take in school which helped them in their work? Are there courses which are not available at school which would have helped them in their work? Did their jobs require reading, math and writing skills? If yes, were their skills adequate for the job? If no, have they returned to school to improve these skills?

(5) Did the students learn anything valuable about life while they were out of school? Did they learn anything valuable about school while they were out? Did they learn anything valuable about work while out of school? Did anything the students learn while they were out working help them after they returned?

(6) What other things did the students do while out of school? What courses did they take? What special training did they take? Did they do anything special while out of school which they couldn't have done while in school?

(7) What are the students' plans for the future? Do they expect to be working five years from now? If yes, what kind of work do they expect to be doing? If no, what do they expect to be doing? How far do they expect to go in school?

(8) This set of questions was for the returnees only.
Why did they return to school? Why did or didn't they return to the same school? Do they believe they chose the right school? Has returning to school been a success? Who encouraged or helped them return to school? How do their close friends and parents feel about their return to school? What things do the students find worthwhile and useless about school now? What things do the students find more difficult and easy now? Are they getting better or worse marks now? Are they more or less interested in school now? Do they get along better or worse with other students now? Do they get along better or worse with teachers now? Was there anything that worried the students about returning to school? Do they have special family responsibilities that made it difficult for them to return to school? What should teachers, principals, vice-principals and guidance counsellors do to help students who return to school? How do the students feel about asking teachers, principals, vice-principals and guidance counsellors for special help? Who is financially supporting them now that they have returned? What kinds of things do they want to learn now that they have returned?

(9) This set of questions was for the non-returnees only.
Had these students ever considered returning to regular secondary school? Had they ever tried to return to regular secondary school? If yes, which schools did they try to return to and why were they not successful?

(10) What are the students' characteristics such as sex, age, ethnicity, socio-economic status, length of time out of school, length of time returned to school, level of study, number of siblings who had dropped out of school, number of siblings who had returned to school, etc.

METHOD

The Interview Schedules

The interview schedule for the returning students is shown in Appendix A. Part A of the schedule consists of questions related to leaving school. Questions 1 to 14 were constructed to find out why students left school and what teachers, guidance counsellors, principals, vice-principals and friends had to say about that decision. Questions 15, 16 and 17 asked the students to describe what their plans were at the time they left school. Questions 18 and 19 asked the students if there was anything which could have been done to persuade them to stay in school and Question 20 asked them to say what age they think students should be allowed to leave school.

Part B of the interview schedule contains a series of questions on work, unemployment and the relationship of school to work. The students were first asked how long they had been out of school and how long they had been back in school. Questions 3 to 8 were designed to determine how much of the time out of school they had been unemployed and looking for a job and to describe the kinds of jobs, both full-time and part-time, they had had. Questions 9, 18 and 19 asked what the students liked and disliked about work and whether they were generally satisfied with the amount of money they were making. Questions 15, 16, 17 and 20 were designed to find out what the students felt they had learned about life, school and work while out of school. Questions 10 to 14 attempted to deal with the relationship of school to the work world. The students were asked to name courses they had taken in school which had helped them in the work world and to name courses which were <u>not</u> available at school which might have helped them in the work world. They were also asked whether their jobs required writing, reading and math and, if so, whether

their skills were adequate or whether they had returned to school to improve these skills.

The questions in Part C deal with other activities the students might have engaged in while out of school such as other education or special training.

A wide variety of questions are included in Part D to determine the students' feelings about returning to school. Questions 1 to 8 deal with why the students returned to school, who encouraged them to return, how their friends and parents felt about their return and whether or not they felt their return had been a success. Questions 9 to 12 asked the students to name things which they felt were worthwhile, useless, easier or more difficult about school after returning. Questions 13 to 16 asked the students whether they were getting better or worse marks, whether they were more or less interested in school and whether they were getting along better or worse with teachers after returning to school. Questions 17 to 19 asked students to describe any worries or problems they had had associated with their return to school. An attempt was made in Questions 20 to 25 to find out what the students feel principals, vice-principals, teachers and guidance counsellors should do to help students who have returned and to describe how they feel about asking these people for help. This section of questions ended by asking the students what they want to learn in school after returning, who is financially supporting them, whether their friends are in or out of school and whether they have brothers and sisters who have dropped out of school and returned.

Part E of the schedule was made up of questions which were designed to find out what the students expected to be doing in the future in terms of work and/or education.

The last questions on the interview schedule (Part F) were modelled after the Toronto Board's Every Student Survey (Deosaran, Wright and Kane, 1976) and were used to collect data about the students' birthplace, mother tongue and socio-economic status.

The interview schedule for the students who had not returned to school was much the same as for the returnees with the exception of the questions about returning to school. This group of students was also asked if they had ever considered and/or tried to return to school, and, if so, what happened.

Method of Data Collection

Two male interviewers were hired to conduct the evening telephone interviews which usually required thirty to forty-five minutes of the students' time. Many of the students were very difficult to contact, some requiring up to a dozen telephone calls before they could be found at home and persuaded to participate in the study. Follow-up letters (see Appendix B) were mailed to students who could not be contacted by telephone; this strategy proved to be of little value in improving the response rate.

The Sample

The Students Who Had Returned

On November 18, 1977, questionnaires were distributed to every high school student in the Toronto Board of Education (excluding students in the Adult Day Schools) in order to identify students who had returned to regular school after having dropped out. (A copy of this questionnaire is provided in Appendix C; this questionnaire was also designed to collect information about high school students and their employment). Of the 29,499 students who answered

the questionnaire, 1,150 students (or 3.9%) reported that they had dropped out of school and returned. Some descriptive characteristics of these 1,150 returning students are given in Part I of this study (Larter and FitzGerald, 1978).

For the purposes of this part of the study, approximately one-quarter or 292 of the 1,150 returning students were randomly selected for in-depth telephone interviews.* Contact was made with 237 or 81% of the random sample. Of these, 38 had dropped out of school again leaving 199 or 68% of the random sample who were interviewed.

The Students Who Had Not Returned

It was desirable that the sample of students who had not returned to school be somewhat similar on a few background characteristics to the returnees. While the ideal design would have been two groups of students perfectly matched on certain variables, the difficulties of (1) identifying such matches, (2) obtaining the telephone numbers and addresses of those matched from the school files and (3) locating those matched and interviewing them make such a matching strategy virtually impossible to realize in practice. In spite of these difficulties, the mechanics of locating a matched group of non-returnees were followed through with the hope that the returnees and non-returnees who were finally interviewed would have a better chance of having similar background characteristics than if no attempt were made to match.

The investigators decided to match each of the 292 returnees with three non-returnees with the hope that one of the three could be reached and interviewed. The three matches were randomly chosen from all possible matches on a computer list of non-returnees. Five variables were used for matching: (1) sex, (2) grade when last dropped out, (3) year of birth, (4) age when last dropped out and (5) type of school last left. Of the 292 returnees, at least

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* A few of the randomly selected students had not provided their telephone numbers on the survey form. These students were replaced by other random selections.

one match was found for 208 - matches were not available for those who had left a school outside the Toronto Board of Education or for those who had left before grade nine. One interview was completed with 95 (or 46%) of the 208 sets of matched names. (The difficulties of locating and doing follow-up studies on students who have left the school system are immense.)

A comparison of the characteristics on the five variables used for matching for all returnees, the returnees interviewed and the non-returnees interviewed is shown in Table 1. Since the matching strategy had limitations, the investigators decided to describe the characteristics of the returnees and non-returnees interviewed on the five variables and compare them statistically with chi-square tests of independence. The returnees and non-returnees were statistically different on two of the five variables - grade when last dropped out and type of school last left. More of the non-returnees had last dropped out of grades 11 and 12 than had the returnees and there were no non-returnees who had dropped out of school outside of the Toronto Board of Education while more had dropped out of levels 4 & 5 secondary schools. Thus, in spite of the limitations in the matching strategy, the returnees and non-returnees who were interviewed were somewhat similar in the final analysis, particularly on three of the five matching variables - sex, year of birth and age when last dropped out.

TABLE 1

CHARACTERISTICS OF RETURNEES AND NON-RETURNEES

Characteristic	All Returnees (N=1,150) *	Returnees Interviewed (N=199) *	Non-Returnees Interviewed (N=95) *
SEX			
Male	59.8%	59.3%	59.3%
Female	40.2%	40.7%	40.7%
	(N=1144)	(N=199)	(N=91)
GRADE WHEN LAST DROPPED OUT			
below 9	6.5%	2.6% } **	- } **
9	22.0%	15.2% }	11.0% }
10	28.8%	33.5%	23.0%
11	24.8%	28.3%	37.4%
12	12.7%	12.6%	22.0%
13	5.1%	7.9%	6.6%
	(N=1092)	(N=199)	(N=91)
YEAR OF BIRTH			
before 1957	5.2%	4.0%	2.2%
1957	6.2%	7.1%	5.5%
1958	15.9%	21.3%	31.9%
1959	22.7%	26.9%	26.4%
1960	28.1%	26.4%	29.7%
1961	14.3%	10.7%	3.3%
after 1961	7.7%	3.5%	1.1%
	(N=1112)	(N=197)	(N=91)
AGE WHEN LAST DROPPED OUT			
under 15	8.9%	4.1%	1.1%
15	19.5%	15.0%	5.5%
16	34.0%	35.8%	34.1%
17	22.0%	27.5%	36.3%
18	9.4%	12.4%	15.4%
over 18	6.3%	5.1%	7.7%
	(N=1084)	(N=193)	(N=91)
TYPE OF SCHOOL LAST LEFT			
Elementary	3.0%	2.5%	-
Level 1,2,3/2,3/2,3,4 Secondary	15.6%	6.0%	12.1%
Level 4,5 Secondary	36.2%	41.9%	57.1%
Level 5,6/4,5,6 Secondary	23.1%	29.8%	30.8%
Outside Toronto Board of Education	22.2%	19.7%	-
	(N=1112)	(N=197)	(N=91)

* Data were not available for every student for every variable.

** These categories were collapsed for the chi-square tests of significance.

Method of Data Analysis

The open-ended questions were hand coded by the two persons who had done the interviewing after a code book had been designed based on the first fifty interviews completed. For many questions, the coders expanded the number of categories as necessitated by new response patterns encountered in later interviews. Courses were coded according to codes used in the school system.

The occupations of the students' parents or household heads were categorized according to a simplified version of the Blishen Scale (1967) for socio-economic status. This scale ranks over 300 occupations drawn from the 1961 Canadian Census by education, income and prestige. As was done in the Every Student Survey (Deosaran, Wright and Kane, 1976), the Blishen socio-economic categories were collapsed to eight categories for presentation in this report and another seven categories were also used to accommodate responses and occupational titles not included in the Blishen Scale.

Frequency counts, in most cases converted to percentages and presented in tables, have been used to present the results of the student interviews. For many questions, the number of categories used to code the students' answers have been collapsed, for the purposes of reporting, to only those answers that are most frequent or to categories which are broader than the original categories. In some instances, cross tabulations have been used to look at the data from two or more questions in more detail.

For several questions, the responses of the returnees and non-returnees have been statistically compared to determine whether the characteristics, opinions or experiences of the two groups are similar or different. To do this, χ^2 tests of independence with df = 1(R - 1) (where R = # categories) were used at the .05 level of significance. However, the students were difficult

to identify and reach and thus the samples of returnees and non-returnees are not true random samples of all Toronto returnees and non-returnees and therefore the results of the tests in this study cannot be generalized in a true statistical fashion beyond the students actually interviewed.

FINDINGS

Student Background Characteristics

Returnees and non-returnees were asked to give place of birth, first language(s) spoken, the job of the head of the household and the parent(s) with whom they lived.

Table 2 shows the place of birth for both groups. While the majority of both the returnees and non-returnees said they were born in Canada, there is still a statistically significant difference between them. The non-returnees are more likely to have been born in Portugal and Italy than the returnees.

TABLE 2

STUDENTS' PLACE OF BIRTH

Place of Birth	Returnees (N=199)	Non-Returnees (N=95)
Canada	79.4%	68.4%
Portugal*/Italy	5.0%	14.6%
Other countries**	15.5%	17.2%
TOTAL	100%	100%

* Includes The Azores.
** All other countries were grouped together because not more than 3% of returnees or non-returnees were born in any other country.

The majority of both returnees and non-returnees learned to speak English first. While the proportion of returnees who learned English first (64.8%) was slightly larger than for non-returnees (55.8%), the difference is not statistically significant.

The majority of both returnees and non-returnees were living with both parents (see Table 3). While the proportion of returnees who were living

with both parents (54.6%) was slightly smaller than for non-returnees (62.8%), the difference is not statistically significant. However, a statistically significant difference exists between the two groups for those students not living with both parents. The returnees are more likely to be living with one parent while the non-returnees are more likely to be living with neither parent.

TABLE 3

PARENT(S) WITH WHOM STUDENTS LIVE

Parent(s)	Returnees (N=196)*	Non-Returnees (N=94)*
Both parents	54.6%	62.8%
One parent	28.6%	11.7%
mother	(23.5%)	(8.5%)
father	(5.1%)	(3.2%)
Neither parent	16.8%	25.5%

* Data were not available for every student.

Table 4 gives the socio-economic status of the household heads for both groups of students. Since some students gave no information, others who were living on their own gave information which did not accurately describe the socio-economic conditions they were raised in before they became independent and still others could not be classified on a Blishen category, the percentages were adjusted and compared for only those students who could be classified according to a Blishen category. Table 5 shows the percentages of returnees and non-returnees who were classified in the lower and higher Blishen categories. The distributions are significantly different. Non-returnees are more likely to be classified in the lower categories on the Blishen socio-economic scale than are returnees.

TABLE 4

SOCIO-ECONOMIC STATUS OF HEADS OF HOUSEHOLDS

Category Number	Blishen's Category	Category Description	Returnees (N=199)	Non-Returnees (N=95)
1		No information or unknown	4.0%	5.3%
2	25 to 31.99	Labourers, truck drivers, porters	31.7%	32.7%
3	32 to 34.99	Bartenders, sheet metal workers, repair men	4.5%	8.5%
4	35 to 38.99	Sales clerks, jewellers, stationary engineers, machinists	5.5%	4.3%
5	39 to 42.99	Pressmen, printing workers, electricians, members of the armed forces, clerical occupations	9.5%	13.7%
6	43 to 49.99	Actors, tool and diemakers, medical and dental technicians, embalmers, real estate salesmen	10.6%	5.4%
7	50 to 54.99	Musicians, stenographers, athletes	4.0%	1.1%
8	55 to 65.99	Clergymen, various owners and managers, insurance salesmen, librarians	4.0%	4.3%
9	66 to 76.99	Teachers, professional engineers, physicians, computer programmers, air plane pilots	5.0%	3.3%
10		Pensioner, retired, workman's compensation, disabled or ill	3.5%	2.2%
11		Welfare, mother's allowance	0.5%	-
12		Adult training or re-training	-	-
13		Unemployed	6.5%	4.2%
14		Mother only, housewife	5.0%	3.2%
15		Respondent on his/her own	4.5%	12.6%
16		Group home head (e.g., social workers, etc.)	1.0%	-
TOTAL			100%	100%

TABLE 5

SOCIO-ECONOMIC STATUS OF HEADS OF HOUSEHOLDS FOR A SUBSET OF RETURNEES AND NON-RETURNEES

Category Number	Blishen's Category	Returnees (N=149)	Non-Returnees (N=69)
2-3-4-5	25-42.99	68.4%	81.1%
6-7-8-9	43-76.99	31.5%	19.1%
TOTAL		100%	100%

Both groups of students were asked whether most of their friends were in or out of high school. The returnees were statistically more likely to have most of their friends in school than were the non-returnees (47% versus 16%).

Both groups were also asked whether they had any brothers or sisters who had dropped out of high school - 44% of the returnees and 52% of the non-returnees answered "yes" (the proportions are not statistically different). And, 13% of the returnees and 12% of the non-returnees had dropout siblings who had returned to high school.

Summary

The majority of both returnees and non-returnees were: (1) born in Canada, (2) learned to speak English first, (3) lived with both parents, and (4) were classified in the lower categories of the Blishen socio-economic scale.

The returnees differed from the non-returnees in that: (1) they were less likely to be born in Portugal and Italy, (2) they were more likely to be living with one parent and less likely to be living with neither parent, (3) they were more likely to be classified in the higher categories of the Blishen socio-economic scale, and (4) they were more likely to have most of their friends in school.

Circumstances Surrounding Leaving School

This section examines the particulars accompanying the students' decisions to leave school. It provides not only a look at the students' reasons for leaving school and what they intended to do after they left, but also provides a look at what other people may have said about that decision.

When asked whether they really wanted to leave school, the majority of the returnees and the non-returnees said "yes" (see Table 6). However, the pattern of responses for the two groups is significantly different. The returnees were more likely to say "no" than the non-returnees. In fact, 35% of the returnees said they did not want to leave school.

TABLE 6

DID STUDENTS REALLY WANT TO LEAVE SCHOOL?

Response	Returnees (N=199)	Non-Returnees (N=95)
Yes	55.3%	65.3%
No	34.7%	15.8%
Yes and no/don't know/ can't remember	10.1%	18.9%
TOTAL	100%	100%

Nearly every student, regardless of whether he or she wanted to leave school, provided a reason for leaving; some students provided two reasons (see Table 7 for reasons given by the returnees and Table 8 for reasons given by the non-returnees).

TABLE 7

FIRST AND SECOND REASONS RETURNEES GAVE FOR LEAVING SCHOOL (N=199)

Reason	First Reason		Second Reason	
	No.	Per Cent	No.	Per Cent
Disliked school/bored with school	46	23.1%	23	11.6%
Wasn't doing well/not learning	33	16.6%	12	6.0%
Playing off/couldn't hack it	21	10.6%	10	5.0%
Desire to work	17	8.5%	10	5.0%
Teacher strike	15	7.5%	6	3.0%
Sickness/death	10	5.0%	2	1.0%
Problems/trouble (family or personal)	9	4.5%	3	1.5%
Disliked teachers/teachers wouldn't help	8	4.0%	11	5.5%
Financial (family or personal)	6	3.0%	4	2.0%
Miscellaneous	30	15.1%	12	6.0%
No response	4	2.0%	106	53.3%
TOTAL	199	100%	199	100%

TABLE 8

FIRST AND SECOND REASONS NON-RETURNEES GAVE FOR LEAVING SCHOOL (N=95)

Reason	First Reason		Second Reason	
	No.	Per Cent	No.	Per Cent
Disliked school/bored with school	18	18.9%	4	4.2%
Desire to work	13	13.7%	10	10.5%
Wasn't doing well/not learning	7	7.4%	3	3.2%
Playing off/couldn't hack it	7	7.4%	-	-
Teacher strike	5	5.3%	-	-
Financial (family or personal)	5	5.3%	2	2.1%
Didn't think Grade 13 was necessary	5	5.3%	1	1.1%
Disliked teachers/teachers wouldn't help	4	4.2%	4	4.2%
Disliked some of the courses	4	4.2%	1	1.1%
Problems/trouble (family or personal)	3	3.2%	2	2.1%
Marriage	3	3.2%	-	-
School tried to make me change courses	3	3.2%	-	-
Miscellaneous	18	18.9%	27	28.4%
No response	0	0%	41	43.2%
TOTAL	95	100%	95	100%

The data in these two tables indicate that both returnees and non-returnees were more likely to leave school because of negative experiences and feelings associated with school (dislike of school, boredom with school, not doing well, not learning, playing off, teacher strike, dislike of teachers, dislike of courses, etc.) than they were for personal reasons, financial reasons or a desire to work. Returnees were not so likely to leave because they wanted to work as were the non-returnees.

When the students were asked whether leaving school was their own idea, 85.4% of the returnees and 91.6% of the non-returnees said "yes". (The proportions are not significantly different.) If the students answered "no", they were asked to name the person who had the idea and if the students answered "yes", they were asked to name the person who agreed with the idea. The responses of those who said "yes" are shown in Table 9. Just over 50% of the students reported that no one agreed with their desire to leave school. The remainder were more likely to name friends or members of the family as persons who agreed than they were to name school personnel.

The students were next asked whether they thought dropping out was the best thing they could have done at the time. The responses of the returnees and non-returnees (which are not significantly different) are given in Table 10. The majority said "yes". The students were asked to elaborate on their responses. The elaborations are given in Tables 11 and 12 and are obviously quite varied.

Returnees and non-returnees were asked whether they had spoken to their guidance counsellors, teachers, principals or vice-principals and friends about dropping out of school. There was no significant difference between the responses of the two groups and, as Table 13 indicates, the majority did <u>not</u> speak to their guidance counsellors, teachers and principals or vice-principals but did speak to their friends. The reasons the students did not speak to these school personnel are tabulated in Tables 14, 15 and 16.

TABLE 9

PERSONS WHO AGREED WITH STUDENTS' DECISION TO LEAVE SCHOOL

Person(s) Who Agreed	Returnees (N=170)	Non-Returnees (N=87)	Returnees and Non-Returnees (N=257)
No one	53.5%	52.9%	53.3%
Parents/family	19.4%	20.7%	19.8%
Mother	10.6%	6.9%	9.3%
Friends	8.8%	8.0%	8.6%
Guidance counsellor	2.9%	1.1%	2.3%
Principal/vice-principal	2.4%	4.6%	3.1%
Father	1.8%	1.1%	1.6%
Teacher(s)	-	3.4%	1.2%
Other	0.5%	1.1%	0.8%
TOTAL	100%	100%	100%

TABLE 10

WAS DROPPING OUT THE BEST THING STUDENTS COULD HAVE DONE AT THE TIME?

Response	Returnees (N=199)	Non-Returnees (N=95)	Returnees and Non-Returnees (N=294)
Yes	58.8%	67.4%	61.6%
No	29.1%	28.4%	28.9%
Don't know/can't remember	12.1%	4.2%	9.5%
TOTAL	100%	100%	100%

TABLE 11

OPINIONS OF STUDENTS WHO FELT DROPPING OUT WAS THE BEST THING THEY COULD HAVE DONE

Opinion	Returnees (N=117)	Non-Returnees (N=64)	Returnees and Non-Returnees (N=181)
Behind in school work/wouldn't have passed	18.8%	12.5%	16.6%
Wasting time in school/not learning/no goals	16.2%	12.5%	14.9%
Chance to get job/make money/ support family/support self/ be independent	13.7%	28.1%	18.8%
Had time to sort things out in my head	12.0%	-	7.7%
Had a break/change	11.1%	6.3%	9.4%
Learned what being out of school was like	9.4%	-	6.1%
Disliked school/courses	8.5%	9.4%	8.8%
Needed time to sort out family problems	6.0%	-	3.9%
Learned a lot about life	-	4.7%	1.7%
Miscellaneous	4.3%	26.6%	12.1%
TOTAL	100%	100%	100%

TABLE 12

OPINIONS OF STUDENTS WHO FELT DROPPING OUT WAS NOT THE BEST THING THEY COULD HAVE DONE

Opinion	Returnees (N=58)	Non-Returnees (N=27)	Returnees and Non-Returnees (N=85)
Could have passed/held on/ got some credits	22.4%	22.2%	22.4%
Difficult to find jobs	17.2%	29.6%	21.2%
School is important for jobs	10.3%	18.5%	12.9%
Difficult to further education in future	10.3%	-	7.1%
Wasted a year/wasted time	8.6%	-	5.9%
Could have transferred/gone to summer school	8.6%	14.8%	10.6%
Too young	5.2%	-	3.5%
Need grade 12 to be somebody	-	7.4%	2.4%
Miscellaneous	6.9%	7.4%	7.1%
No response	10.3%	-	7.1%
TOTAL	100%	100%	100%

TABLE 13

DID STUDENTS SPEAK TO OTHER PEOPLE ABOUT DROPPING OUT OF SCHOOL?

Persons	Response	Returnees (N=199)	Non-Returnees (N=95)	Returnees and Non-Returnees (N=294)
Guidance counsellor(s)	No	64.3%	65.3%	64.6%
Teacher(s)	No	75.9%	71.6%	74.5%
Principal/ vice-principal	No	51.8%	57.9%	53.7%
Friends	Yes	71.4%	74.7%	72.4%

TABLE 14

REASONS STUDENTS DID NOT SPEAK TO GUIDANCE COUNSELLORS ABOUT DROPPING OUT OF SCHOOL

Reason	Returnees (N=128)	Non-Returnees (N=62)	Returnees and Non-Returnees (N=190)
Mind made up/determined to quit	32.8%	9.7%	25.3%
No reason to talk to them	18.0%	14.5%	16.8%
Didn't know about guidance counsellors/never thought of it	13.3%	11.3%	12.6%
Guidance counsellors are no good/too nosy	7.0%	8.1%	7.4%
Dropped out during summer/ teachers' strike	4.7%	8.1%	5.8%
Didn't have to talk to them in order to quit	4.7%	4.8%	4.7%
No guidance counsellor at school	3.9%	-	2.6%
I was never at school	3.1%	-	2.1%
Kept problems to self	-	8.1%	2.6%
Spur-of-the-moment decision	-	6.5%	2.1%
Miscellaneous	3.9%	22.6%	10.0%
Don't know/can't remember	8.6%	6.5%	7.9%
TOTAL	100%	100%	100%

TABLE 15

REASONS STUDENTS DID NOT SPEAK TO TEACHERS ABOUT DROPPING OUT OF SCHOOL

Reason	Returnees (N=151)	Non-Returnees (N=68)	Returnees and Non-Returnees (N=219)
Poor relationship with teachers/ didn't know them/didn't like them	33.1%	25.0%	30.6%
Didn't consider it/didn't think it necessary	28.5%	16.2%	24.7%
Teachers have no time/don't care	7.3%	7.4%	7.3%
Mind made up/determined to quit	7.3%	-	5.0%
Just wanted to escape	3.3%	4.4%	3.7%
Wanted to keep problems to self	3.3%	10.3%	5.5%
Teachers on strike	2.0%	-	1.4%
Quit during summer	2.0%	7.4%	3.7%
Spur-of-the-moment decision	-	10.3%	3.2%
Miscellaneous	5.3%	8.8%	6.4%
Don't know/can't remember	7.9%	10.3%	8.7%
TOTAL	100%	100%	100%

TABLE 16

REASONS STUDENTS DID NOT SPEAK TO PRINCIPALS/VICE-PRINCIPALS ABOUT DROPPING OUT OF SCHOOL

Reason	Returnees (N=103)	Non-Returnees (N=55)	Returnees and Non-Returnees (N=158)
Didn't think of it/not necessary	38.8%	25.5%	34.2%
Mind made up/determined to quit	14.6%	5.5%	11.4%
Didn't know them	11.7%	14.5%	12.7%
Didn't think they would be interested/not their problem	10.7%	5.5%	8.9%
Didn't like them/afraid of them	4.9%	10.9%	7.0%
My parents talked to them	3.9%	-	2.5%
Quit during summer	-	7.3%	2.5%
They are never available/ tied up with administration	-	5.5%	1.9%
Miscellaneous	7.8%	21.3%	12.7%
Don't know/can't remember	7.8%	3.6%	6.3%
TOTAL	100%	100%	100%

Those students who did speak to the school personnel were asked to report what those persons said about their decision to drop out of school. The responses are shown in Tables 17, 18 and 19. The most frequent reaction of the guidance counsellors and teachers was one of disagreement, while the most frequent reaction of the principals or vice-principals was one of agreement.

Table 20 shows what the students' friends said about their dropping out of school. The figures suggest that their friends are more likely to disagree than agree with the decision. Table 21 gives the reasons why some students did not speak to their friends about dropping out of school.

TABLE 17

STUDENTS' REPORTS OF WHAT THE GUIDANCE COUNSELLORS SAID ABOUT DROPPING OUT OF SCHOOL

Comment	Returnees (N=68)	Non-Returnees (N=29)	Returnees and Non-Returnees (N=97)
Disagreed/gave reasons for staying in school/warned of consequences	38.2%	44.8%	40.2%
Agreed/advised to quit	14.7%	6.9%	12.4%
Said student was responsible	8.8%	6.9%	8.2%
Suggested part-time school/ night school/community college/ correspondence	8.8%	6.9%	8.2%
Asked if student was sure/ asked for reasons	7.4%	-	5.2%
Helped/suggested student find job	5.9%	-	4.1%
Hope to see you back/come back	4.4%	-	3.1%
Nothing	1.5%	6.9%	3.1%
Miscellaneous	10.3%	24.1%	14.4%
No response	-	3.4%	1.0%
TOTAL	100%	100%	100%

TABLE 18

STUDENTS' REPORTS OF WHAT THE TEACHERS SAID ABOUT DROPPING OUT OF SCHOOL

Comment	Returnees (N=45)	Non-Returnees (N=27)	Returnees and Non-Returnees (N=72)
Disagreed/disappointed/ felt sorry	46.7%	25.9%	38.9%
Agreed	13.3%	14.8%	13.9%
Said "Good Luck!"	13.3%	-	8.3%
Said decision up to student	8.9%	-	5.6%
There is still hope/stick to it	6.7%	14.8%	9.7%
Didn't care/didn't say much	-	7.4%	2.8%
Miscellaneous	11.1%	29.6%	18.1%
Don't know/can't remember	-	7.4%	2.8%
TOTAL	100%	100%	100%

TABLE 19

STUDENTS' REPORTS OF WHAT THE PRINCIPALS/VICE-PRINCIPALS SAID ABOUT DROPPING OUT OF SCHOOL

Comment	Returnees (N=95)	Non-Returnees (N=37)	Returnees and Non-Returnees (N=132)
Agreed/said O.K. if you want/ suggested it	41.1%	21.6%	35.6%
Disagreed/advised to stick to it/warned of consequences/ felt sorry	20.0%	21.6%	20.5%
Said decision up to student	12.6%	5.4%	10.6%
Come back/return if you want	8.4%	-	6.1%
Asked for reasons/are you sure?	6.3%	8.1%	6.8%
Suggested part-time school/ night school/correspondence	2.1%	-	1.5%
Indifferent/didn't care	-	5.4%	1.5%
Said student has marks/ability to finish	-	5.4%	1.5%
Miscellaneous	8.4%	24.3%	12.9%
No response	1.1%	8.1%	3.0%
TOTAL	100%	100%	100%

TABLE 20

STUDENTS' REPORTS OF WHAT FRIENDS SAID ABOUT DROPPING OUT OF SCHOOL

Comment	Returnees (N=142)	Non-Returnees (N=71)	Returnees and Non-Returnees (N=213)
Disagreed/said I was stupid/ felt sorry/tried to convince me to stay/said I would regret it/disappointed	38.7%	19.7%	32.4%
Good idea/sensible	17.6%	15.5%	16.9%
Some agreed/some disagreed	13.4%	19.7%	15.5%
Surprised/thought I was joking	7.0%	-	4.7%
Said it was my decision	6.3%	14.1%	8.9%
Not much	6.3%	7.0%	6.6%
They were dropping out too	4.9%	11.3%	7.0%
Said jobs are hard to get	2.1%	2.8%	2.3%
Miscellaneous	3.5%	9.9%	5.6%
TOTAL	100%	100%	100%

TABLE 21

REASONS STUDENTS DID NOT SPEAK TO FRIENDS ABOUT DROPPING OUT OF SCHOOL

Reason	Returnees (N=48)	Non-Returnees (N=22)	Returnees and Non-Returnees (N=70)
It was none of their business	37.5%	31.8%	35.7%
I keep to myself/not many friends	20.8%	9.0%	17.1%
Mind made up/determined to quit	10.4%	-	7.1%
Felt embarrassed	8.3%	-	5.7%
Spur-of-the-moment decision	-	9.0%	2.9%
No special reason	12.5%	9.0%	11.4%
Miscellaneous	-	27.3%	8.6%
Don't know/can't remember	10.4%	13.6%	11.4%
TOTAL	100%	100%	100%

Returnees were significantly less likely to know what they were going to do when they left school than were the non-returnees - 68% of the returnees said they knew what they were going to do compared with 93% of the non-returnees. Of those who knew, nearly all said they were going to get a job or already had a job (see Table 22). The reasons the remaining students did not know what they were going to do are given in Table 23.

The majority of the returnees (68%) reported that they had intended to return to schcol at the time they dropped out. This was not the case for the non-returnees of whom only 32% said they had intended to return. Both groups were then asked if anything could have been done to persuade them to remain in school. The proportions of the two groups who said "yes" are not significantly different - 28% of the returnees and 37% of the non-returnees. Table 24 shows what these students felt could have been done.

TABLE 22

STUDENTS' REPORTS OF WHAT THEY WERE GOING TO DO WHEN THEY LEFT SCHOOL

Response	Returnees (N=136)	Non-Returnees (N=88)	Returnees and Non-Returnees (N=224)
Get a job/work	75.0%	55.7%	67.4%
Already had a job/work	15.4%	28.4%	20.5%
Get my head together/rest at home	3.7%	-	2.2%
Take correspondence courses/ apprenticeship	2.9%	3.4%	3.1%
Go to community college	1.5%	4.5%	2.7%
Travel	1.5%	-	0.9%
Get married	-	3.4%	1.3%
Miscellaneous	-	4.5%	1.8%
TOTAL	100%	100%	100%

TABLE 23

REASONS STUDENTS DID NOT KNOW WHAT THEY WERE GOING TO DO WHEN THEY LEFT

Reason	Returnees (N=52)	Non-Returnees (N=7)	Returnees and Non-Returnees (N=59)
Just dropped out	50.0%	14.3%	45.8%
Confused	15.4%	42.9%	18.6%
Dropped out suddenly	13.5%	14.3%	13.6%
No motivation	5.8%	-	5.1%
Miscellaneous	7.7%	28.6%	10.2%
Don't know/can't remember	7.7%	-	6.8%
TOTAL	100%	100%	100%

TABLE 24

THINGS STUDENTS FELT COULD HAVE BEEN DONE TO PERSUADE THEM TO STAY IN SCHOOL

Comment	Returnees (N=56)	Non-Returnees (N=35)	Returnees and Non-Returnees (N=91)
Someone to relate to/teacher help/ teacher involvement/teacher encouragement/teacher understanding/ coaxing	26.8%	28.6%	27.5%
Transfer to different school/ different class/different program	23.2%	22.9%	23.1%
Better marks/more success	19.6%	-	12.1%
Student welfare/money	10.7%	-	6.6%
Freer school atmosphere	5.4%	-	3.3%
Different home atmosphere	5.4%	-	3.3%
No teacher strike	3.6%	-	2.2%
Counselling	-	5.7%	2.2%
Not being ill	-	5.7%	2.2%
Personal	-	5.7%	2.2%
Miscellaneous	5.4%	31.4%	15.4%
TOTAL	100%	100%	100%

The two most frequently mentioned ideas were "teacher help, encouragement, involvement, understanding" and "some form of transfer".

All students were asked to give the age they thought students should be allowed to leave school. It is interesting that 39% said 17, 18 or over 18 (see Table 25).

TABLE 25

AGES STUDENTS SHOULD BE ALLOWED TO LEAVE SCHOOL

Age	Returnees and Non-Returnees (N=294)
before 16	2.4%
16	35.0%
17	9.9%
18	27.2%
over 18	2.0%
when finished	4.1%
when they want	4.8%
Don't know	14.3%
No response	0.3%
TOTAL	100%

Summary

The majority of the returnees and the non-returnees reported that they really wanted to leave school, that leaving school was their own idea, that leaving school was the best thing they could have done at the time, that they knew what they were going to do when they left school and that nothing could have been done to persuade them to remain in school. The two groups differed significantly in that the returnees were less likely to really want to leave school and less likely to know what they were going to do when they left. They also differed in that the majority of the returnees said that they had intended to go back to school while only the minority of the non-returnees reported such an intention.

Both returnees and non-returnees most frequently reported negative feelings and experiences associated with school as the reason for wanting to leave school. Financial reasons, personal reasons and a desire to work were given by smaller percentages of the students. The non-returnees tended to say they left school because they wanted to work more frequently than the returnees.

While the "desire to work" was not the most frequent reason the students gave for wanting to leave school, nearly all the students who said they knew what they were going to do when they left, reported they were going to look for a job or already had a job.

The majority of both returnees and non-returnees did not speak to guidance counsellors about dropping out of school. Of those who did, the guidance counsellors more frequently disagreed than agreed.

The majority of both returnees and non-returnees did not speak to teachers about dropping out of school. Of those who did, the teachers more frequently disagreed than agreed.

The majority of both returnees and non-returnees did not speak to principals or vice-principals about dropping out of school. Of those who did, the principals or vice-principals more frequently agreed than disagreed.

The majority of both returnees and non-returnees did speak to their friends about dropping out of school. The friends were more likely to disagree than agree with the decision.

Approximately one-third of all the students interviewed felt that something could have been done to persuade them to stay in school. They most frequently talked of "teacher help, involvement, encouragement" and "some form of transfer".

Approximately 40% of the students felt that the school leaving age should be 17, 18 or over 18.

Information About Employment and Unemployment

A large proportion (83.4%) of the returnees had gone back to school within a year's time (see Table 26) while a large proportion of the non-returnees (90.5%) had been out of school for more than a year. These data strongly suggest that a student who stays out of school for more than a year will probably not return.

This section of the report attempts to describe the returnees experiences with employment and unemployment and to compare them with those of the non-returnees.

TABLE 26

LENGTH OF TIME OUT OF SCHOOL

Length Of Time	Returnees (N=199)	Non-Returnees (N=95)
1 - 6 months	47.2%	-
7 - 12 months	36.2%	9.4%
13 - 18 months	4.5%	11.6%
19 - 24 months	5.5%	32.6%
over 24 months	6.0%	46.3%
No Response	0.5%	-
TOTAL	100%	100%

Tables 27, 28 and 29 give the number of full-time jobs, the number of part-time jobs and the total number of jobs held by the returnees and non-returnees while out of school. The figures indicate that the majority of both the returnees and the non-returnees had one or two jobs while out of school and that those jobs were more likely to be full-time jobs than part-time jobs. Since the returnees were not out of school as long as the

non-returnees, it is not surprising that fewer of them had three or more jobs. Approximately 13% of the returnees and 4% of the non-returnees had not had a job of any kind; 30% of the returnees and 10% of the non-returnees had not had a full-time job.

TABLE 27

NUMBER OF FULL-TIME JOBS WHILE OUT OF SCHOOL

Number of Full-Time Jobs	Returnees (N=199)	Non-Returnees (N=95)
0	29.6%	9.5%
1	38.7%	40.0%
2	22.1%	28.4%
over 2	-	22.1%
Don't know/can't remember	9.5%	-
TOTAL	100%	100%

TABLE 28

NUMBER OF PART-TIME JOBS WHILE OUT OF SCHOOL

Number of Part-Time Jobs	Returnees (N=199)	Non-Returnees (N=95)
0	56.3%	60.0%
1	28.6%	18.9%
2	10.1%	12.6%
over 2	-	7.5%
Don't know/can't remember	5.0%	1.1%
TOTAL	100%	100%

TABLE 29

TOTAL NUMBER OF JOBS WHILE OUT OF SCHOOL

Total Number of Jobs	Returnees (N=199)	Non-Returnees (N=95)
0	12.6%	4.2%
1	34.2%	24.2%
2	25.6%	30.5%
3	11.1%	14.7%
over 3	14.6%	26.3%
Don't know/can't remember	2.0%	-
TOTAL	100%	100%

The students were asked how long altogether they were unemployed and looking for a job while they were out of school. That time was then divided by the total time they were out of school to find the proportion of time out of school they were unemployed and looking for a job. The data for the returnees and non-returnees are given separately in Tables 30 and 31. The returnees were unemployed and looking for a job for an average of 34% of the time while out of school which is considerably more than the non-returnees whose average worked out to 18%. In addition, more of the returnees were unemployed 100% of the time than the non-returnees (13% versus 4%) and fewer of the returnees were employed 100% of the time than the non-returnees (24% versus 33%). It seems then that the returnees were more likely to have been unemployed and looking for a job while out of school than the non-returnees.

The students were also asked to name the kinds of jobs they had held while out of school. The most frequently mentioned full-time jobs are shown in Table 32 and the most frequently mentioned part-time jobs are shown in Table 33. The jobs in the two lists are very much alike - they

TABLE 30

AMOUNT OF TIME RETURNEES WERE UNEMPLOYED AND LOOKING FOR A JOB (N=199)*

Number Of Months Out of School	Number Of Students	Average Amount Of Time Unemployed and Looking For A Job	Students Employed 100% Of The Time		Students Unemployed 100% Of The Time	
			Number	Per Cent	Number	Per Cent
1 - 3 months	36	50.7%	12	33.3%	13	36.1%
4 - 6 months	57	32.3%	13	22.8%	6	10.5%
7 - 9 months	24	31.4%	9	37.5%	-	-
10 - 12 months	47	25.9%	9	19.1%	3	6.4%
over 12 months	29	27.7%	4	13.8%	3	10.3%
Incomplete Data	6	-	-	-	-	-
TOTAL	199	33.6%	47	23.6%	25	12.6%

* There are 11 students who have been included in this table who were unemployed 100% of the time but who said they had never looked for a job.

TABLE 31

AMOUNT OF TIME NON-RETURNEES WERE UNEMPLOYED AND LOOKING FOR A JOB (N=95)*

Number Of Months Out of School	Number Of Students	Average Amount Of Time Unemployed and Looking For a Job	Students Employed 100% Of The Time		Students Unemployed 100% Of The Time	
			Number	Per Cent	Number	Per Cent
7 - 18 months	20	16.7%	4	20.0%	-	-
19 - 24 months	31	17.6%	13	41.9%	1	3.2%
25 - 36 months	32	15.8%	12	37.5%	2	6.2%
over 36 months	12	26.2%	2	16.7%	1	8.3%
TOTAL	95	17.9%	31	32.6%	4	4.2%

* There are 4 students who have been included in this table who were unemployed 100% of the time but who said they had never looked for a job.

require little specialized training and are low-paying. It is most interesting to compare these two lists of jobs with a similar list (see Appendix D) given in a recent research report (Larter & Eason, 1978) about the "Leaving School Early" students - the three lists are very much alike. Given the further data that of the 392 L.S.E. students, 87% had left school at or below grade nine; of the 199 returnees, 82% left school above grade nine and of the 95 returnees, 89% left school above grade nine, one can only conclude that the types of jobs students get will be much the same whether they drop out of school in grade nine or above grade nine. The reader may also recall that the majority of the returnees had been out of school for a year or less and the majority of the non-returnees had been out for more than a year - still, the types of jobs held by the two groups are much the same.

Finally, only 10% of the full-time jobs named by the returnees were union jobs while the statistic for the non-returnees was 14%.

Summary

The majority of the returnees and non-returnees had one or two jobs while out of school. The jobs held by the two groups of students were very much the same - unskilled and low-paying. The jobs were more likely to be full-time jobs than part-time ones and the full-time jobs were mostly non-union ones.

Approximately 30% of the returnees and 10% of the non-returnees had not had a full-time job. Approximately 13% of the returnees and 4% of the non-returnees had not had a job of any kind. And, the returnees were unemployed and looking for a job an average of 34% of the time, while the average for the non-returnees was 18%.

Thus, the returnees who had not been out of school as long as the non-returnees, were more likely to have been unemployed and looking for a job.

TABLE 32

STUDENTS' FULL-TIME JOBS

Job	Number of Times Returnees Named Job (N=199)*	Number of Times Non-Returnees Named Job (N=95)*
Sales clerk	18	15
Clerical job	17	11
Shipping and receiving clerk	14	7
Factory	13	13
Waiter/waitress	11	4
Cashier	10	2
Cook	8	5
Gas station attendant	8	6
Construction	7	7
Counter help/restaurant/ short-order cook	7	3
Bus boy/girl	6	2
Kitchen staff/chef assistant	6	1
Delivery man	5	6
Maintenance/janitor/ caretaker	5	1
Secretary	4	3
Labourer	4	3
Machinist/machine operator	4	-
Packer	4	2
Woodworking/carpentry	4	1
Office job	4	-
Telephone soliciting	4	-
Apprentice	3	7
Mail handler	3	1
Dishwasher	3	-
Mechanic	3	3
Babysitter/mother's helper	3	-
Upholstery	3	1
Cleaning/maid	3	1
Painter	2	1
Store clerk	2	1
Material handler	2	2
Printing	2	5
Haltwalker	2	-
Display work	2	-
Farm labourer	2	-
Manager	2	3
Driver (except taxi)	1	5
Mail room	1	3
Receptionist	1	4
Manager (assistant)	-	4
Warehouse/loading dock	-	5
Junior accountant	-	3
Other jobs**	29	14

17

* Some students had more than one job.

** Each job mentioned by one returnee and/or one non-returnee.

TABLE 33

STUDENTS' PART-TIME JOBS

Job	Number of Times Returnees Named Job (N=199)*	Number of Times Non-Returnees Named Job (N=95)*
Sales Clerk	11	12
Stock person/inventory clerk	8	1
Cashier	7	4
Construction	6	2
Delivery man	6	1
Telephone soliciting	6	1
Counter help/MacDonald's	6	2
Waiter/waitress	5	4
Cook	5	2
Clerical job	5	4
Factory	4	1
Janitor	4	-
Cleaning	3	1
Handyman	3	1
Babysitter	3	-
Mail handler	3	2
Shipping and receiving clerk	2	3
Gas station attendant	2	2
Bus boy/girl	2	-
Labourer	2	1
Dishwasher	2	-
Kitchen help	2	-
Loading dock	2	-
Usher	2	2
Auto mechanic	-	3
Mail room	-	2
Other jobs**	26	13

* Some students had more than one job.

** Each job mentioned by one returnee and/or one non-returnee.

Feelings About Working

Just 26% of both returnees and non-returnees felt dissatisfied with the amount of money they were making while working (see Table 34) and when asked what they liked about working, their most frequent response was "money" (see Table 35). Several students of both groups reported that they liked meeting and learning about people and liked the independence and freedom. And, a number of the non-returnees talked about liking the work itself and the feelings of self-worth and respect the work provided them.

The students were also asked what they disliked about working. The wide variety of responses is shown in Table 36. Undesirable hours, feelings of monotony and boredom and problems with getting up in the morning were most frequently mentioned as undesirable aspects of working.

TABLE 34

WERE STUDENTS GENERALLY SATISFIED WITH THE AMOUNT OF MONEY THEY WERE MAKING WHILE WORKING?

Response	Returnees (N=199)	Non-Returnees (N=95)	Returnees and Non-Returnees (N=294)
Yes	44.7%	55.8%	48.3%
No	26.1%	26.3%	26.2%
Don't know/can't remember/ can't say	29.1%	17.9%	25.5%
TOTAL	100%	100%	100%

TABLE 35

THINGS STUDENTS LIKED ABOUT WORKING

Response	Returnees (N=199)*	Non-Returnees (N=95)*	Returnees and Non-Returnees (N=294)*
Money	45.2%	43.2%	44.6%
Meeting people/learning about people	24.1%	32.6%	26.9%
Independence/freedom	13.6%	10.5%	12.6%
Getting paid for something you enjoy doing	6.5%	-	4.4%
No homework	5.5%	4.2%	5.1%
Feeling of self-worth/ respect	4.0%	10.5%	6.1%
Learning new skills/new experiences	4.0%	3.2%	3.7%
Took up my time	3.0%	7.4%	4.4%
The responsibility	2.5%	3.2%	2.7%
The work itself	-	14.7%	4.8%
The challenge	-	4.2%	1.4%
Moving around/doing different things	-	3.2%	1.0%
Nothing	4.5%	3.2%	4.1%
Miscellaneous	9.0%	18.9%	12.2%
Don't know	1.0%	1.1%	1.0%
No response	14.6%	4.2%	11.2%

* These columns do not add to 100% since several students gave two responses.

TABLE 36

THINGS STUDENTS DISLIKED ABOUT WORKING

Response	Returnees (N=199)*	Non-Returnees (N=95)*	Returnees and Non-Returnees (N=294)*
Hours were off and on/ long/shift/late/on weekend/overtime	17.1%	14.7%	16.3%
Monotony/boredom/feeling of confinement/routine	12.6%	9.5%	11.6%
Getting up in the morning	9.5%	12.6%	10.5%
Low pay	6.5%	3.2%	5.4%
People were demanding/ critical/cross/boring/ unfriendly	5.5%	3.2%	4.8%
Hassles with boss/ supervisor	5.0%	4.2%	4.8%
Particular duties	4.5%	-	3.1%
Not being able to make suggestions to boss/ being told what to do	4.5%	-	3.1%
Fatigue	4.0%	-	2.7%
Work conditions/conditions of equipment	4.0%	-	2.7%
Handling customers/people/ fellow workers	3.5%	5.3%	4.1%
Necessary attendance	3.0%	7.4%	4.4%
Pressures	1.5%	9.5%	4.1%
Nothing	10.6%	14.7%	11.9%
Miscellaneous	15.1%	22.1%	17.3%
Don't know	2.0%	4.2%	2.7%
No response	15.6%	5.3%	12.2%

* These columns do not add to 100% since several students gave two responses.

Summary

Returnees and non-returnees differ little in their feelings about working. Several of both groups like the money and meeting and learning about people. The dislikes of both groups are varied. Only one-quarter of both groups felt dissatisfied with the pay.

The Relationship of School to Work

The returnees and non-returnees were first asked to name the courses they had taken in school which had helped them in their work. The courses they named are shown in Table 37; however, it should first be noted that the majority* of both groups said that none of the courses had helped. The three most frequently mentioned courses were English, mathematics and typing and even these were each named by fewer than 15% of the students. It appears then that students who drop out of school before obtaining diplomas feel they get help from very few of the courses they have taken in school with respect to the jobs they are able to get upon leaving.

In order to look at the relationship of school to work for dropout students even more closely, the students were asked to name any courses which might have helped them in their work but were not available at school. Their responses are given in Table 38. The majority (67%) of the students** replied that there was no course they could name and another 17% of the students** said they didn't know or couldn't remember.

The 29 returnees who did name courses which would have helped them in their work but were not available in the school they had left were asked if those courses were available in the school they went back to; 11 students said "yes" and 6 students said they were taking that course.

And, to examine the relationship of school to work even further, the returnees and non-returnees were asked whether they needed to write,

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* The proportions of the two groups who said "no course helped" are not statistically different.

** The proportions of the returnees and non-returnees who gave the response are not statistically different.

TABLE 37

THE COURSES STUDENTS TOOK IN SCHOOL WHICH HELPED THEM IN THEIR WORK

Course	Returnees (N=199)*	Non-Returnees (N=95)*	Returnees and Non-Returnees (N=294)*
None	62.8%	52.6%	59.5%
English	12.6%	14.7%	13.3%
Mathematics	12.1%	16.8%	13.6%
Typing	6.0%	11.6%	7.8%
Accounting	3.0%	3.2%	3.1%
Machine shop	3.0%	5.3%	3.7%
Auto mechanics	2.5%	1.1%	2.0%
Drafting	2.0%	4.2%	2.7%
Welding	2.0%	1.1%	1.7%
Shorthand	2.0%	2.1%	2.0%
Electricity	1.5%	1.1%	1.4%
Office practice	1.5%	-	1.0%
Woodwork	1.5%	3.2%	2.0%
Geography	1.0%	-	0.7%
Physical education	1.0%	1.0%	1.0%
Business practice	1.0%	-	0.7%
Cooking	1.0%	-	0.7%
Man in society	1.0%	1.1%	1.0%
Sociology	1.0%	1.1%	1.0%
History	1.0%	-	0.7%
Carpentry	1.0%	2.1%	1.4%
Family studies	0.5%	-	0.3%
Home economics	0.5%	-	0.3%
Merchandising	0.5%	1.0%	0.6%
Science	0.5%	-	0.3%
Bookkeeping	0.5%	1.0%	0.6%
Food preparation	0.5%	-	0.3%
Industrial arts	0.5%	-	0.3%
Metal Work	0.5%	-	0.3%
Printing	0.5%	1.0%	0.6%
Consumer education	0.5%	-	0.3%
Writing skills	0.5%	-	0.3%
Aircraft	0.5%	-	0.3%
Architectural design	0.5%	-	0.3%
Communications	0.5%	-	0.3%
Commercial printing	0.5%	-	0.3%
Physics	0.5%	1.0%	0.6%
Sheet metal	0.5%	1.0%	0.6%
Business communications	0.5%	-	0.3%
Business machines	-	2.1%	0.7%
Art	-	1.0%	0.3%

...continued

TABLE 37
(Continued)

THE COURSES STUDENTS TOOK IN SCHOOL WHICH HELPED THEM IN THEIR WORK

Course	Returnees (N=199)*	Non-Returnees (N=95)*	Returnees and Non-Returnees (N=294)*
Air conditioning.....	-	1.0%	0.3%
Automobile.....	-	1.0%	0.3%
Marketing.....	-	1.0%	0.3%
Photography.....	-	1.0%	0.3%
Spelling.....	-	1.0%	0.3%
Trowel trades.....	-	1.0%	0.3%
Basic business.....	-	1.0%	0.3%
Cabinet making.....	-	1.0%	0.3%
Electronics.....	-	1.0%	0.3%
Reading.....	-	1.0%	0.3%
Key punching.....	-	1.0%	0.3%
Plumbing.....	-	1.0%	0.3%
Theatre arts.....	-	1.0%	0.3%

* These columns do not add to 100% since some students named more than one course.

TABLE 39

THE COURSES WHICH WERE NOT AVAILABLE IN THE STUDENTS' SCHOOLS WHICH MIGHT HAVE HELPED THEM IN THEIR WORK

Course	Returnees (N=199)*	Non-Returnees (N=95)*	Returnees and Non-Returnees (N=294)*
None	66.8%	67.4%	67.0%
Don't know/can't remember	18.6%	12.6%	16.6%
Auto mechanics	1.5%	1.1%	1.4%
Business practice	1.0%	1.1%	1.0%
Shorthand	1.0%	-	0.7%
Cooking	1.0%	-	0.7%
Accounting	0.5%	1.1%	0.7%
Auto body	0.5%	-	0.3%
Building maintenance	0.5%	-	0.3%
Business procedure	0.5%	1.1%	0.7%
Business habits	0.5%	-	0.3%
Carpentry	0.5%	-	0.3%
Consumer education	0.5%	-	0.3%
Driver education	0.5%	-	0.3%
Life skills	0.5%	-	0.3%
Machine shop technology	0.5%	-	0.3%
Man in society	0.5%	-	0.3%
Restaurant service	0.5%	-	0.3%
Salesmanship	0.5%	-	0.3%
Sheet metal	0.5%	-	0.3%
Sociology	0.5%	-	0.3%
Store organization	0.5%	-	0.3%
Typewriting	0.5%	1.1%	0.7%
Welding	0.5%	-	0.3%
Woodwork	0.5%	-	0.3%
Arithmetic for living	0.5%	-	0.3%
Economics	0.5%	-	0.3%
Law	0.5%	-	0.3%
Aircraft	-	1.1%	0.3%
Basic business	-	1.1%	0.3%
Bookkeeping	-	1.1%	0.3%
Business organization	-	1.1%	0.3%
Drafting	-	1.1%	0.3%
Heating	-	1.1%	0.3%
Interior design	-	1.1%	0.3%
Office practice	-	1.1%	0.3%
Plumbing	-	1.1%	0.3%
Printing	-	1.1%	0.3%

* These columns do not add to 100% since a few students named more than one course.

read or do mathematics on their jobs and, if so, could they perform well enough. Their answers are shown in Tables 39 and 40. The minority of the students said they needed to read and write and approximately half said they needed to do mathematics; although, significantly more of the non-returnees answered "yes" to the three questions than did the returnees. And, it is interesting that nearly all the students who said they needed to read, write or do mathematics on the job reported that they could perform these skills well enough.

Summary

The data in this section suggest that there is little relationship between school and work for students who leave school and get jobs before obtaining a diploma.

The majority of both the returnees and the non-returnees reported that none of the courses they had taken in school had helped them in their jobs. English, mathematics and typing were most frequently mentioned as courses which had helped, but each was mentioned by fewer than 15% of the students.

Very few of the students named a course which might have helped them in their jobs but was not available at the school they had left.

The minority of the students said they needed to read and write and about half reported they needed mathematics for their jobs. Of those who did, nearly all said their skills were adequate.

TABLE 39

DID STUDENTS NEED TO WRITE, READ OR DO MATHEMATICS ON THEIR JOBS?

Response	Returnees (N=174)	Non-Returnees* (N=91)	Returnees and Non-Returnees (N=265)**
Yes, I needed to write	32.2%	46.1%	37.0%
Yes, I needed to read	30.5%	50.5%	37.4%
Yes, I needed to do mathematics	45.4%	63.7%	51.7%

* Significantly more of the non-returnees answered "yes" to each question than did the returnees.

** Only those who had had jobs while out of school were included in this table.

TABLE 40

COULD STUDENTS READ, WRITE AND DO MATHEMATICS WELL ENOUGH ON THEIR JOBS WHEN IT WAS NEEDED?

Response and Number Of Students Who Were Asked Question	Returnees	Non-Returnees	Returnees And Non-Returnees
Yes, I could write well enough (N = 56 returnees and 42 non-returnees)	89.3%	92.9%	90.8%
Yes, I could read well enough (N = 53 returnees and 46 non-returnees)	94.3%	100.0%	97.0%
Yes, I could do mathematics well enough (N = 79 returnees and 58 non-returnees)	93.7%	94.8%	94.2%

Things Students Learned While Out of School

The returnees and non-returnees were asked whether they had learned anything valuable about (1) life, (2) school and (3) work while they were out of school. The returnees were also asked whether anything they had learned while out of school was useful to them while back in school.

Nearly all the students (89% of the returnees and 90% of the non-returnees) said they had learned something valuable about life. Their responses are shown in Table 41. Both groups of students talked of a wide variety of things. The returnees most frequently said they learned (1) that education is necessary for a good job, (2) that life is tough and (3) about people. The non-returnees most frequently said they learned (1) that education is necessary for a good job, (2) that life is tough and (3) how to be independent.

A significantly greater majority of returnees than non-returnees said they had learned something valuable about school while out (76% versus 64%). However, as Table 42 indicates, the single most frequent kind of learning described by both groups of students was that education is important to getting ahead and getting a good job. Generally speaking, all the responses tend to indicate that the students learned more positive than negative things about school while out working.

Similarly, the majority of both returnees (65%) and non-returnees (75%)* said they learned something valuable about work while out of school. The responses which are shown in Table 43 are varied and no one response was given by a large proportion of the students.

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* The proportions are <u>not</u> significantly different.

TABLE 41

THINGS STUDENTS LEARNED ABOUT LIFE WHILE OUT OF SCHOOL

Response	Returnees (N=199)*	Non-Returnees (N=95)*	Returnees and Non-Returnees (N=294)*
You need a good education for a good job/ you need to finish school to get a better job	30.2%	15.8%	25.5%
Life is tough/hard/no bed of roses	17.6%	15.8%	17.0%
Learned about people	16.1%	7.4%	13.3%
Jobs are hard to get/only "joe" jobs available	9.5%	4.2%	7.8%
Learned about the world	8.0%	-	5.4%
Learned about myself	7.5%	-	5.1%
School is easier	6.0%	-	4.1%
How to be independent/take care of myself	4.5%	14.7%	7.8%
How to handle people	4.0%	4.2%	4.1%
Learned what I want to do in life	3.0%	-	2.0%
How to be responsible	3.0%	8.4%	4.8%
How to work for what one wants	2.5%	4.2%	3.1%
Work is boring/depressing	2.5%	-	5.3%
You have to work hard for your money	2.0%	4.2%	2.7%
Money is a life necessity	2.0%	6.3%	3.4%
Getting along with people is a necessity	-	5.3%	1.7%
How to enjoy life	-	3.2%	1.0%
Life is what you make it	-	2.1%	0.7%
How to work with people	-	2.1%	0.7%
Miscellaneous	12.1%	36.8%	20.1%
Learned nothing	6.5%	8.4%	7.1%
Don't know/can't say/can't remember	4.5%	2.1%	3.7%

* These columns do not add to 100% since some students gave two responses.

TABLE 42

THINGS STUDENTS LEARNED ABOUT SCHOOL WHILE OUT

Response	Returnees (N=199)*	Non-Returnees (N=9)*	Returnees and Non-Returnees (N=294)*
Need education to get ahead/get good job/ should finish school before going to work	39.7%	24.2%	34.7%
School is good - socially	8.0%	3.2%	6.5%
School is easier/is nicer/pampers	6.5%	-	4.4%
I missed school	6.0%	-	4.1%
School is good - for basic knowledge	5.5%	8.4%	6.5%
I wanted to go back	4.5%	2.1%	3.7%
School is good - learn a lot	3.5%	-	2.4%
Can accomplish more at school	2.5%	-	1.7%
Need education to be happy	2.0%	-	1.4%
School is valuable/isn't so bad	1.5%	2.1%	1.7%
Have to work to get educated	1.0%	3.2%	1.7%
Nothing I took in school helped me	-	7.4%	2.4%
School is restricting	-	2.1%	0.7%
School is important for those who like to go	-	2.1%	0.7%
People who have college can't get jobs	-	2.1%	0.7%
Realize teachers weren't there to hassle me	-	2.1%	0.7%
Some schools don't monitor attendance	-	2.1%	0.7%
Miscellaneous	13.0%	27.4%	17.7%
Learned nothing	16.1%	28.4%	20.1%
Don't know/can't say/can't remember	8.0%	7.4%	7.8%

* These columns do not add to 100% since several students gave two responses.

TABLE 43

THINGS STUDENTS LEARNED ABOUT WORK WHILE OUT OF SCHOOL

Response	Returnees (N=199)*	Non-Returnees (N=95)*	Returnees and Non-Returnees (N=294)*
Must be responsible/no lateness/work hard	11.6%	7.4%	10.2%
Work is hard/harder than school	9.0%	3.2%	7.1%
It is important to enjoy life and job	7.5%	-	5.1%
Jobs are poor/not worth it	6.5%	-	4.4%
You have to work hard to earn your money	6.0%	-	4.1%
Work is a good experience/you learn a lot	5.5%	8.4%	6.5%
Job/money is necessary to life	5.5%	15.8%	8.8%
Important to be friendly to people	4.0%	7.4%	5.1%
Work is easier/more enjoyable than school	3.0%	2.1%	2.7%
Learned about specific work/job	2.5%	-	1.7%
Jobs/work are hard to find	2.0%	3.2%	2.4%
Work teaches discipline/responsibility	-	3.2%	1.0%
I am glad I have job/money	-	2.1%	0.7%
You get out of it what you put into it	-	2.1%	0.7%
It takes a long time to get to top	-	2.1%	0.7%
Work is more fulfilling than school	-	2.1%	0.7%
Should keep to yourself	-	2.1%	0.7%
Would return to school if someone guaranteed a job	-	2.1%	0.7%
Learned about levels of management	-	2.1%	0.7%
Holding on to your job these days is important	-	2.1%	0.7%
Associating with people is enjoyable	-	2.1%	0.7%
Miscellaneous	14.5%	28.4%	19.0%
Learned nothing	15.6%	18.9%	16.7%
Don't know/can't say/can't remember	19.1%	6.3%	15.0%

* These columns do not add to 100% since several students gave two responses.

Approximately 50% of the returnees said they had learned something while working which helped them when back in school (see Table 44).

TABLE 44

THINGS RETURNEES LEARNED WHILE WORKING WHICH HELPED THEM WHEN BACK IN SCHOOL

Response	Returnees (N=199)*
Learned about people/how to treat people	10.1%
Became more motivated/more interested in school	9.5%
Learned about myself/changed myself	9.0%
Learned education is important	7.0%
My work experience helped me with certain school courses	5.5%
Learned what the alternatives to school are	5.0%
Learned about work/work habits	3.0%
Learned to have more respect for teachers and work	2.5%
Learned about the jobs I don't want	2.5%
Learned about independence	2.0%
Learned to have more respect for school	1.5%
Miscellaneous	6.0%
Nothing	31.2%
Don't know/can't say/can't remember	19.1%

* This column does not add to 100% since several students gave more than one response.

No one idea was described by a large number of returnees, but it is interesting to note how few students said that their work experience helped them with their school courses, again suggesting, as in a preceding section, that there is little relationship between school and work for these students.

Summary

The majority of both the returnees and non-returnees seemed to feel that they had learned things about life, school and work while out of school.

Both groups most frequently mentioned that they had learned that education is necessary for a good job and for getting ahead (about 30%).

Several of both groups said they had learned that life is tough (about 17%).

Several of the returnees reported they had learned about people (16%).

Several of the non-returnees reported that they had learned how to be independent (15%).

Generally speaking, both groups tended to learn more positive than negative things about school while out working.

Both groups tended to give a wide variety of other responses to these questions.

Approximately 50% of the returnees said they had learned something while out working which had helped them while back in school, but very few (6%), said their work experience had helped them in their school courses. Many of their comments suggested some form of attitude change.

Other Activities While Out of School

Not many of the returnees (19%) or the non-returnees (27%)* had taken courses while out of school and, as Table 45 indicates, there is no course which was taken by a large proportion of the students.

The reasons these students took courses are shown in Table 46. The returnees most frequently reported that they had taken the courses for interest while the non-returnees most often reported a desire to improve themselves for the job or to generally upgrade themselves.

Returnees were most likely to have taken the courses by correspondence while the non-returnees were most likely to have taken the courses at colleges (e.g., community, vocational) or by correspondence (Table 47). Both groups of students also named several other places they had taken courses.

Similarly, not many of the returnees (12%) or the non-returnees (18%)** had taken other special training while out of school and, as Table 48 indicates, there is no type of special training which was taken by a large proportion of the students.

The most frequent reason these students gave for taking other special training was "interest/enjoyment" (see Table 49). Some students also talked of needing special training for the job or of getting experience in a field of interest.

These students were most likely to have taken the special training at work, although several other places were also mentioned. See Table 50.

Finally, both groups of students were asked if they had done anything special while out of school that they couldn't have done if they had been in school. The proportions who responded "yes" were not significantly

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* The proportion of the two groups who had taken courses are not significantly different.

** The proportions of the two groups who had taken other special training are not significantly different.

TABLE 45

COURSES STUDENTS TOOK WHILE OUT OF SCHOOL

Course	Returnees (N=199)*	Non-Returnees (N=95)*	Returnees and Non-Returnees (N=294)*
English	5.0%	7.4%	5.8%
Mathematics	3.0%	6.3%	4.1%
History	2.5%	2.1%	2.4%
Geography	1.5%	1.1%	1.4%
Typewriting	1.0%	-	0.7%
Algebra	0.5%	-	0.3%
Creative writing	0.5%	-	0.3%
French	0.5%	-	0.3%
Physics	0.5%	3.2%	1.4%
Science	0.5%	-	0.3%
Drama	0.5%	-	0.3%
Economics	0.5%	-	0.3%
Art history	0.5%	-	0.3%
Journalism	0.5%	-	0.3%
Music	0.5%	-	0.3%
Physical education	0.5%	1.1%	0.7%
Art	0.5%	-	0.3%
Bookkeeping	0.5%	-	0.3%
Business practices	0.5%	-	0.3%
Graphic design	0.5%	-	0.3%
Key punching	0.5%	-	0.3%
Life skills	0.5%	-	0.3%
Man in society	0.5%	-	0.3%
Modelling	0.5%	-	0.3%
Salesmanship	0.5%	-	0.3%
Theatre arts	0.5%	-	0.3%
Welding	0.5%	1.1%	0.7%
Ecology	0.5%	-	0.3%
Philosophy	0.5%	-	0.3%
Pottery	0.5%	-	0.3%
Shorthand	0.5%	-	0.3%
Accounting	0.5%	1.1%	0.7%
Law	0.5%	-	0.3%
Photography	0.5%	-	0.3%
Sociology	0.5%	1.1%	0.7%
Chemistry	-	3.2%	1.0%
Biology	-	2.1%	0.7%
Nursing	-	2.1%	0.7%
Aircraft	-	1.1%	0.3%
Business organization	-	1.1%	0.3%
Drafting	-	1.1%	0.3%
Electricity	-	1.1%	0.3%
Electronics	-	1.1%	0.3%
Marketing	-	1.1%	0.3%

...continued

TABLE 45
(continued)

COURSES STUDENTS TOOK WHILE OUT OF SCHOOL

Course	Returnees (N=199)*	Non-Returnees (N=95)*	Returnees and Non-Returnees (N=294)*
Printing	-	1.1%	0.3%
Woodwork	-	1.1%	0.3%
Auto	-	1.1%	0.3%
Women in society	-	1.1%	0.3%
Spanish	-	1.1%	0.3%
Secretary	-	1.1%	0.3%
No course	81.4%	72.7%	78.6%

* These columns do not add to 100% since some students named more than one course.

TABLE 46

REASONS STUDENTS TOOK COURSES WHILE OUT OF SCHOOL

Reason	Returnees (N=37)*	Non-Returnees (N=26)*	Returnees and Non-Returnees (N=63)*
Interest	40.5%	11.5%	28.6%
For diploma	24.3%	15.4%	20.6%
To keep in touch/not get behind	18.9%	7.7%	14.3%
To better myself in my job/job requirement/ future job requirement	8.1%	34.6%	19.0%
Hobby/enjoyment/keep busy/keep fit	8.1%	19.2%	12.7%
Course not available at school	5.4%	-	3.2%
It was suggested to me	5.4%	-	3.2%
To upgrade myself	-	30.8%	12.7%
Miscellaneous	2.7%	11.5%	6.3%
Don't know	2.7%	-	1.6%

* These columns do not add to 100% since some students gave more than one reason.

TABLE 47

WHERE STUDENTS TOOK COURSES WHILE OUT OF SCHOOL

Place	Returnees (N=37)*	Non-Returnees (N=26)*	Returnees and Non-Returnees (N=63)*
At home (correspondence)	32.4%	34.6%	33.3%
Special school	18.9%	3.8%	12.7%
High school	16.2%	-	9.5%
Night school	13.5%	15.4%	14.3%
College/community college/ vocational college	13.5%	38.5%	23.8%
On the job	-	7.7%	3.2%
Manpower	-	3.8%	1.6%
Summer school	-	3.8%	1.6%
Other	8.1%	3.8%	6.3%

* These columns do not add to 100% since some students had taken courses at more than one place.

TABLE 48

OTHER SPECIAL TRAINING STUDENTS TOOK WHILE OUT OF SCHOOL

Special Training	Returnees (N=199)*	Non-Returnees (N=95)*	Returnees and Non-Returnees (N=294)*
On the job training/work-related course	4.0%	-	-
Music	1.5%	-	-
Driver training	1.5%	2.1%	1.7%
Life-guarding	1.0%	-	-
Physical education/fitness	1.0%	-	-
First aid	0.5%	-	-
Computer	0.5%	1.1%	0.7%
Religion	0.5%	-	-
Hairdressing/beauty	0.5%	1.1%	0.7%
Dancing	0.5%	2.1%	1.0%
Silk-screening	0.5%	-	-
Hunter-safety training	0.5%	1.1%	0.7%
Photography	0.5%	-	-
Sailing	0.5%	-	-
Locations of towns in Ontario	-	1.1%	0.3%
Furrier's course	-	1.1%	0.3%
Guitar building	-	1.1%	0.3%
Scuba diving	-	1.1%	0.3%
Sewing	-	1.1%	0.3%
Cooking	-	1.1%	0.3%
Accounting (informal training)	-	1.1%	0.3%
Welding	-	1.1%	0.3%
Yo-Yo training	-	1.1%	0.3%
Air conditioning and refrigeration	-	1.1%	0.3%
No special training	88.4%	82.2%	86.4%

* These columns do not add to 100% since some students gave more than one answer.

TABLE 49

REASONS STUDENTS TOOK SPECIAL TRAINING WHILE OUT OF SCHOOL

Reason	Returnees (N=23)*	Non-Returnees (N=17)*	Returnees and Non-Returnees (N=40)*
Interest/enjoyment	56.5%	52.9%	55.0%
Job requirement	39.1%	23.5%	32.5%
Not available in school	8.7%	-	5.0%
To feel good	4.3%	-	2.5%
To change my life	4.3%	5.9%	5.0%
Get license	4.3%	5.9%	5.0%
To get experience in field of interest	4.3%	23.5%	12.5%
Keep fit/keep active	-	5.9%	2.5%
Because of travel involved	-	5.9%	2.5%
Self-defense	-	5.9%	2.5%

* These columns do not add to 100% since some students gave more than one reason.

TABLE 50

WHERE STUDENTS TOOK OTHER SPECIAL TRAINING WHILE OUT OF SCHOOL

Place	Returnees (N=23)*	Non-Returnees (N=17)*	Returnees and Non-Returnees (N=40)*
At work	39.1%	47.1%	42.5%
A special association	21.7%	5.9%	15.0%
A special club	21.7%	17.6%	20.0%
A special school	17.4%	5.9%	12.5%
A mission	4.3%	-	2.5%
A private teacher	4.3%	5.9%	5.0%
Night school	-	11.8%	5.0%
At a store	-	11.8%	5.0%
At home	-	5.9%	2.5%
Modelling agency	-	5.9%	2.5%
Television station	-	5.9%	2.5%
Community college	-	5.9%	2.5%
Other	4.3%	-	2.5%

* These columns do not add to 100% since some students had taken courses at more than one place.

different - 46% of the returnees and 57% of the non-returnees. Their responses are given in Table 51 and it is obvious that no particular activity was named by a lot of the students although travel was named most frequently.

Summary

The findings in this section show that a minority of the returnees and non-returnees continued with their education and/or got special training while out of school.

Approximately 21% had taken courses and 14% had taken other special training.

However, approximately half of both groups felt they had done things which they wouldn't have been able to do had they been in school. They described a wide variety of activities.

TABLE 51

SPECIAL THINGS STUDENTS DID WHILE OUT OF SCHOOL WHICH THEY COULDN'T HAVE DONE WHILE IN SCHOOL

Activity	Returnees (N=199)*	Non-Returnees (N=95)*	Returnees and Non-Returnees (N=294)*
Travelled			
-in Canada	10.6%	4.2%	8.5%
-other	3.5%	15.8%	7.5%
Wandered around/fooled around/had free time	8.5%	-	5.8%
Lived it up/partied/ stayed out late	6.0%	-	4.1%
Skiing/hunting/camping/ hiking	5.5%	-	3.7%
Spent money/bought things	5.5%	9.5%	6.8%
Got work experience	4.5%	4.2%	4.4%
Hobbies/recreation	3.0%	5.3%	3.7%
Saved money	2.0%	4.2%	2.7%
Group involvement	1.5%	-	1.0%
Took courses I was interested in	1.5%	-	1.0%
Slept in	1.5%	-	1.0%
Was independent/lived on my own	1.0%	3.2%	1.7%
Worked at home	0.5%	-	0.3%
Had a baby	-	4.2%	1.4%
Got training in field of interest	-	2.1%	0.7%
Other	2.0%	13.4%	5.8%
No activity	54.3%	43.2%	50.7%

* These columns do not add to 100% since some students named more than one activity.

Plans for the Future

A large proportion of both the returnees (81%) and the non-returnees (78%)* told the interviewers they planned to be working in five years time.

Tables 52 and 53 show the kinds of work the students expect to be doing and what they expect to have to do to get that kind of work. Not surprisingly, the returnees are more likely to speak of work which requires more education such as university, high school, grade 12, courses after high school and other post-secondary education than the non-returnees. This theme is repeated in Table 54 which shows how far the students expect to go with their education. Statistically, more returnees are interested in grade 12, grade 13, community college and university than non-returnees. For both groups, community college was listed more often than university.

Those few students who said they did not expect to be working in five years were asked what they expected to be doing. Their responses are in Table 55. While quite a few of both groups said they didn't know, the returnees were again more likely to talk of higher education than the non-returnees.

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* These proportions are not significantly different.

TABLE 52

WORK STUDENTS EXPECT TO BE DOING IN FIVE YEARS

Work	Returnees (N=161)	Non-Returnees (N=74)	Returnees and Non-Returnees (N=235)
Secretary	11.2%	9.5%	10.6%
Community worker	8.7%	-	6.0%
Accounting	5.6%	2.7%	4.7%
Own business	3.7%	2.7%	3.4%
Mechanics/auto mechanics	3.7%	6.8%	4.7%
Policeman/woman	3.1%	-	2.1%
Drafting	2.5%	1.4%	2.1%
Technician	2.5%	-	1.7%
Music	1.9%	-	1.3%
Printing	1.9%	-	1.3%
Art - commercial	1.9%	-	1.3%
A trade	1.9%	1.4%	1.7%
Computers	1.9%	1.4%	1.7%
Construction	1.9%	-	1.7%
Child care	1.9%	1.4%	1.7%
Aviation technology	1.9%	1.4%	1.7%
Electrician/electronics	1.9%	5.4%	3.0%
Banker	1.9%	-	1.3%
Carpentry	1.9%	4.1%	2.6%
Recreation work	1.2%	2.7%	1.7%
Graphic arts	1.2%	-	0.9%
Teaching	1.2%	-	0.9%
Journalism/broadcasting	1.2%	-	0.9%
Self-employed	1.2%	-	0.9%
Interior design	1.2%	-	0.9%
Hairdresser	1.2%	1.4%	1.3%
Physical education	1.2%	-	0.9%
Business administration	1.2%	-	0.9%
Acting	1.2%	-	0.9%
Lands and forests	1.2%	-	0.9%
Nursing	1.2%	-	0.9%
Chef/cook	1.2%	1.4%	1.3%
Manager	-	6.8%	2.1%
Cosmetician	-	4.1%	1.3%
Hospital work	-	2.7%	0.9%
Insurance agent	-	2.7%	0.9%
Truck driver	-	2.7%	0.9%
Author	-	2.7%	0.9%
Welder	-	2.7%	0.9%
Shipper/receiving clerk	-	2.7%	0.9%
Dispatcher	-	1.4%	0.4%
Library worker	-	1.4%	0.4%
Book binder	-	1.4%	0.4%
Tile setter	-	1.4%	0.4%
Pilot	-	1.4%	0.4%

...continued

TABLE 52
(continued)

WORK STUDENTS EXPECT TO BE DOING IN FIVE YEARS

Work	Returnees (N=161)	Non-Returnees (N=74)	Returnees and Non-Returnees (N=235)
Teller	-	1.4%	0.4%
Sales clerk	-	1.4%	0.4%
Factory supervisor	-	1.4%	0.4%
Photostatic technician	-	1.4%	0.4%
Factory worker	-	1.4%	0.4%
Plumber	-	1.4%	0.4%
Cashier	-	1.4%	0.4%
Forklift driver	-	1.4%	0.4%
Travel agent	-	1.4%	0.4%
Clerical	-	1.4%	0.4%
Whatever I can get	1.9%	-	1.3%
Other work	13.7%	-	9.4%
Don't know	6.8%	9.5%	7.7%

TABLE 53

WHAT STUDENTS EXPECT TO HAVE TO DO TO GET THE KIND OF WORK THEY WILL BE DOING IN FIVE YEARS

Response	Returnees (N=161)*	Non-Returnees (N=74)*	Returnees and Non-Returnees (N=235)*
College/university	19.9%	-	13.6%
Community college	14.9%	12.2%	14.0%
Get practical experience in trades/other work	13.7%	10.8%	12.8%
Grade 12	9.9%	-	6.8%
Work hard at school/related courses	9.3%	12.2%	10.2%
Get skills in high school	8.1%	-	5.5%
Apprenticeship	6.8%	9.5%	7.7%
Courses after high school	5.6%	2.7%	4.7%
Practise/study	4.3%	-	3.0%
Go out and look for it	3.7%	-	2.6%
Work to make the money	2.5%	4.1%	3.0%
Other post-secondary education	2.5%	-	1.7%
Business courses	2.5%	-	1.7%
Start at bottom of company	2.5%	-	1.7%
Grade 13	1.9%	4.1%	2.6%
Fill out applications/apply all over Canada	-	12.2%	3.8%
Wait for job to become available/promotion	-	10.8%	3.4%
Keep working hard at same job	-	5.4%	1.7%
Night school	-	4.1%	1.3%
Through a friend's/relative's help	-	2.7%	0.9%
Vocational college	-	2.7%	0.9%
Learn as much as I can to keep same job	-	2.7%	0.9%
Other	8.1%	31.1%	15.3%
Don't know	9.9%	9.5%	9.8%

* These columns do not add to 100% since many students gave more than one response.

TABLE 54

HOW FAR DO STUDENTS EXPECT TO GO IN SCHOOL?

Response	Returnees (N=199)	Non-Returnees (N=95)	Returnees and Non-Returnees (N=294)
Grade 8	-	2.1%	0.7%
Grade 9	-	4.2%	1.4%
Grade 10	1.5%	13.7%	5.4%
Grade 11	1.5%	10.5%	4.4%
Grade 12	32.7%	20.0%	28.6%
Grade 13	6.5%	2.1%	5.1%
	42.2%	52.6%	45.6%
Community college			
1 year	1.5%	2.1%	1.7%
2 years	7.5%	4.2%	6.5%
3 years	7.0%	2.1%	5.4%
4 years	1.0%	2.1%	1.4%
5 years	-	1.1%	0.3%
no years given	9.5%	7.4%	8.8%
	26.5%	19.0%	24.1%
University			
1 year	1.0%	-	0.3%
3 years	10.1%	3.2%	7.8%
4 years	1.5%	-	1.0%
over 4 years	2.0%	1.1%	1.7%
no years given	4.0%	-	2.7%
	18.6%	4.3%	13.5%
Other post-secondary education	2.5%	1.1%	2.0%
Miscellaneous	4.5%	8.4%	5.8%
No response	1.0%	1.1%	1.0%
Don't know	4.5%	13.7%	7.5%

TABLE 55

WHAT STUDENTS (WHO DID NOT EXPECT TO BE WORKING IN FIVE YEARS) EXPECT TO BE DOING

Response	Returnees (N=38)	Non-Returnees (N=21)	Returnees and Non-Returnees (N=59)
University/college	34.2%	4.8%	23.7%
College of art	5.3%	-	3.4%
Housewife/mother	5.3%	28.6%	13.6%
Have a good time	5.3%	-	1.7%
Acting school	2.6%	-	1.7%
Studying on my own	-	4.8%	1.7%
Travelling	-	4.8%	1.7%
Don't know	47.3%	57.1%	52.5%

Summary

The vast majority of both returnees and non-returnees expected to be working five years after they were interviewed. The returnees were more likely, of course, to talk of getting work requiring more education or special training and expected to go farther with their education than the non-returnees. Both groups were more interested in community college than university.

Circumstances Surrounding Returning to School

This section deals exclusively with the returnees and the circumstances surrounding their return to school. First, however, it is interesting to note the length of time the students had been back in school (Table 56). Approximately one-third had been back for one to six months, one-third for seven to twelve months and one-third for longer than twelve months.

Three-quarters of the students felt that returning to school had been a success.

TABLE 56

LENGTH OF TIME RETURNEES HAD BEEN BACK IN SCHOOL

Length Of Time	Returnees (N=199)
1 - 6 months	30.1%
7 - 12 months	34.2%
13 - 18 months	15.1%
19 - 24 months	13.6%
over 24 months	7.0%
TOTAL	100%

As Table 57 indicates, the students returned to school for a wide variety of reasons and many students had more than one reason for returning. The most frequently mentioned reason was that they had decided they "needed more education for a good job." The second most frequently mentioned reason was the desire to get "credits and diplomas."

The majority of the students (70%) believed they had chosen the right school to which to return. Approximately half (51%) had returned to the same school and half (49%) had chosen a different school. Each group was asked why they had chosen that school (see Tables 58 and 59). The most

TABLE 57

REASONS STUDENTS RETURNED TO SCHOOL

Reason For Returning	Returnees (N=199)*
Need more education for good job	36.7%
Credits/diploma	28.1%
Fed up with working/poor job	13.1%
To go to university/college	12.1%
To learn more	10.1%
Parents wanted it	8.0%
To be with friends	6.0%
Bored	5.5%
To learn more about a particular field	5.5%
Enjoy school/studying/learning	2.5%
Court order	2.0%
Too young to be working	2.0%
To prove I could do the work	2.0%
Jobs are scarce	1.5%
Got into the school I wanted	1.5%
To improve English	1.5%
To get into apprenticeship	1.0%
Miscellaneous	4.5%

* This column does not add to 100% since many students gave two reasons for returning to school.

TABLE 58

REASONS STUDENTS RETURNED TO THE SAME SCHOOL

Reason	Returnees (N=102)*
Knew people/knew building/it is like home	55.9%
Had the courses/program I want	28.4%
Close to home	15.7%
The school is good/I like school	12.7%
The teachers are good	11.8%
Suggested to me by parents/others	11.8%
Has standards which suit me	4.9%
They had my records/papers	4.9%
Has semester system	2.9%
Couldn't get into school I wanted	2.9%

* This column does not add to 100% since several students gave more than one reason.

TABLE 59

REASONS STUDENTS RETURNED TO A DIFFERENT SCHOOL

Reason	Returnees (N=97)*
Family moved	27.8%
To get courses I wanted	19.6%
To change my luck/get a fresh start/meet new people	17.5%
Previous school had too high standards	8.2%
Didn't like previous school	8.2%
Previous school had undesirable teachers	7.2%
Previous school had too low standards	6.2%
Previous school had kids I didn't like	5.2%
Previous school too large	4.1%
Previous school too strict	4.1%
Principal of previous school didn't want me	3.1%
Wanted semester school	3.1%
Previous school had poor facilities	2.1%
People of previous school had poor attitudes	2.1%
Miscellaneous	5.2%

* This column does not add to 100% since some students gave two reasons.

frequent reason students returned to the same school was, "I knew people/ I knew building/it is like home." Over one-quarter of the students said they returned to the same school because it "had the courses/program I want." The students mentioned several other reasons for returning to the same school.

The students who had returned to a different school gave a wider variety of reasons for their decision. No reason was mentioned by a large number of the students [illegible]er one-quarter of the students said, "my family moved."

The students were asked what persons in and out of school encouraged them to return to school -- 33% of the students named someone in the school while 72% named someone out of school. As Tables 60 and 61 indicate, more students were encouraged to return to school by their parents than any other persons. Several students said their friends (in or out of school) had encouraged them. The students were also asked what their close friends and parents felt about their return to school (Tables 62 and 63). Nearly all the students reported that their parents felt happy, pleased, supportive, relieved, etc. and the majority reported similar feelings on the part of their friends. The data in Table 64 indicate that the majority of the students are being financially supported by their parents. Obviously these students who have returned to school receive considerable emotional and financial support from their parents.

The students were questioned about the worries and problems they had when they decided to return to school (Tables 65 and 66). They were also asked if they had any special family responsibilities which made it difficult for them to return to school (Table 67). Three-quarters of

TABLE 60

PERSONS AT SCHOOL WHO ENCOURAGED THE STUDENTS TO RETURN

Persons	Returnees (N=199)*
No one	65.3%
Friends/students	19.6%
Teacher(s)	10.1%
Guidance counsellor	5.5%
Vice-principal	4.0%
School nurse	0.5%
Don't know/can't remember	2.5%

* This column does not add to 100% since a few students name more than one person.

TABLE 61

PERSONS OUTSIDE SCHOOL WHO ENCOURAGED THE STUDENTS TO RETURN

Persons	Returnees (N=199)*
Parents/mother/father	50.8%
Friends	18.6%
Brother/sister	7.5%
Other family members	5.5%
Fellow employee	4.0%
Group home personnel	1.0%
Other	6.0%
No one	27.6%
Don't know/can't remember	0.5%

* This column does not add to 100% since several students named more than one person.

TABLE 62

STUDENTS' REPORTS OF WHAT CLOSE FRIENDS FELT ABOUT THEIR RETURN TO SCHOOL

Friends' Feelings	Returnees (N=199)
Glad/pleased/happy/proud/good idea	66.8%
Didn't say much/didn't talk about it	11.6%
Didn't believe it/surprised	4.5%
Some liked it/some didn't	4.0%
I have no close friends	4.0%
They don't care	2.0%
Miscellaneous	4.5%
Don't know/can't remember	2.5%
TOTAL	100%

TABLE 63

STUDENTS' REPORTS OF WHAT THEIR PARENTS FELT ABOUT THEIR RETURN TO SCHOOL

Parents' Feelings	Returnees (N=199)*
Happy/pleased/glad/proud	74.9%
Supportive	9.5%
Always wanted it/relieved	8.0%
Didn't say anything	3.5%
Insisted on it or else	2.0%
They have no hope for me in school	2.0%
They think women don't need education/career	2.0%
Miscellaneous	5.0%
Don't know/can't remember	2.5%

* This column does not add to 100% since a few students gave more than one response.

TABLE 64

STUDENTS' SOURCES OF FINANCIAL SUPPORT

Source of Financial Support	Returnees (N=199)
Parents/mother/father	66.3%
Myself	13.6%
Parents and myself/mother and myself	9.5%
Government allowance/welfare/group home	5.5%
Sister/brother	2.0%
Husband	2.0%
Guardian	1.0%
TOTAL	100%

TABLE 65

THINGS THE STUDENTS WORRIED ABOUT WHEN THEY WERE THINKING OF GOING BACK TO SCHOOL

Response	Returnees (N=199)*
How I would do/If I could make it	21.1%
Being among younger people/not knowing anyone	20.1%
Getting back to routine of studying/homework/ discipline	13.6%
Dropping out again/repeating same problems	10.6%
Being teased/being made fun of/not being accepted	6.5%
Getting accepted into school	5.0%
Being behind in work/getting homework done	4.5%
Having to repeat work/grade/year	4.0%
Supporting myself/money	3.5%
Getting the same teachers again	3.0%
Miscellaneous	10.1%
No worries	25.6%
Don't know	1.5%

* This column does not add to 100% since several students gave more than one response.

TABLE 66

ADDITIONAL PROBLEMS STUDENTS HAD IN TRYING TO RETURN TO SCHOOL

Problem	Returnees (N=199)*
No additional problems	79.4%
Persuading school to let me in	8.5%
Supporting myself	3.0%
Some people discouraged me	2.0%
My lack of confidence	1.0%
No friends in school	1.0%
Teachers' strike	0.5%
Parents against it	0.5%
Family problems	0.5%
Paying for things I was used to	0.5%
My lack of discipline	0.5%
Miscellaneous	2.0%
Don't know/can't remember	3.0%

* This column does not add to 100% since a couple of students gave more than one response.

TABLE 67

STUDENTS' SPECIAL FAMILY RESPONSIBILITIES THAT MADE IT DIFFICULT FOR THEM TO RETURN TO SCHOOL

Responsibility	Returnees (N=199)*
No family responsibilities	89.4%
Helping family financially	2.5%
Babysitting/looking after family	2.0%
Personal	1.5%
Mother ill	1.0%
Death in family	1.0%
Sibling ill	0.5%
Getting along with parents	0.5%
Housekeeping	0.5%
Miscellaneous	0.5%
Don't know	2.0%

* This column does not add to 100% since a few students gave more than one response.

the students described things they worried about when they decided to return to school - no particular worry was mentioned by a large number of the students, but 21% worried about "how I would do/if I could make it" and 20% worried about "being among younger people/not knowing anyone."

Approximately 80% of the students reported they had no additional problems in trying to return to school (althought 9% said they had problems in trying to persuade the school to let them in) and 90% reported they had no special family responsibilities that made it difficult for them to return to school.

Table 68 shows the things students want to learn while back in school. They mentioned a wide variety of things, with nothing being suggested by a large number of students.

TABLE 68

THE THINGS STUDENTS WANT TO LEARN WHILE BACK IN SCHOOL

Response	Returnees (N=199)
About future/career/subjects for career	11.6%
Want diploma	8.0%
Math	7.0%
English	5.5%
Everything	5.5%
Sciences	4.0%
Business courses	3.5%
Nothing specific	3.0%
Self-discipline	3.0%
Shops/technical subjects/trades	2.5%
Art	2.5%
Typing	2.5%
What I missed before	2.0%
Auto mechanics	2.0%
Music	2.0%
Man and his environment	2.0%
Drafting	2.0%
Academic subjects	2.0%
Job training	2.0%
Basics	1.5%
Canadian history/geography	1.5%
Accounting	1.5%
French	1.5%
A wide exposure to subjects	1.0%
Law	1.0%
Electricity	1.0%
Human relations	1.0%
Philosophy	1.0%
Data course	1.0%
Airplanes	1.0%
Printing	1.0%
Secretarial courses	1.0%
Miscellaneous	8.0%
Don't know/can't remember	4.0%
TOTAL	100%

The returnees were asked to compare their experiences with school after they went back to those before they left by naming things which they felt were more worthwhile, more useless, more difficult and easier. Tables 69 to 72 are listings of their responses. They tended to give a wide variety of responses to each of these four questions. No response was given by a large number of the students with the exception that (1) 46% of the students said there was "nothing" they found useless about school that they didn't find useless before and (2) 33% of the students said there was "nothing" they found more difficult about school.

The students were asked if they were getting better or worse marks after they returned compared to when they had left. Their responses were:

Better	76.9%
Worse	6.0%
Same	8.0%
Some better/some worse	5.0%
Don't know	4.0%

They were also asked whether they were more or less interested in school. Their responses were:

More	78.9%
Less	6.5%
Same	7.0%
Sometimes more/sometimes less	5.5%
Don't know	2.0%

The students were next asked whether they got along better or worse with other students and the teachers when they returned compared to when they left - 56% said they got along <u>better</u> with the other students and 71% said they got along <u>better</u> with the teachers. Their explanations are given in Tables 73 and 74.

TABLE 69

THINGS ABOUT SCHOOL STUDENTS FIND WORTHWHILE THAT THEY DIDN'T FIND WORTHWHILE BEFORE THEY LEFT

Response	Returnees (N=199)*
Learning/study	19.6%
Everything/enjoy it now	13.1%
Relationship with teachers	9.5%
New courses/revised courses	6.5%
Feeling of accomplishment	6.5%
English	6.0%
Relationship with students	5.0%
Shops	3.5%
Extra-curricular activities	3.5%
New teachers	3.5%
Math	3.5%
All my subjects	2.5%
Career planning	1.5%
Routine	1.5%
Office/secretarial subjects	1.5%
Miscellaneous	21.6%
Nothing/not much	17.1%
Don't know	5.5%

* This column does not add to 100% since many students gave more than one response.

TABLE 70

THINGS ABOUT SCHOOL STUDENTS FIND USELESS THAT THEY DIDN'T FIND USELESS BEFORE THEY LEFT

Response	Returnees (N=199)*
Nothing	46.2%
Rules/policies/attendance hassles	8.0%
Math	7.5%
History	5.5%
Uninteresting/irrelevant courses	4.5%
Teachers' aloofness/coldness	3.5%
Physical education	3.0%
English	3.0%
Geography	3.0%
Science	2.0%
Skipping classes	2.0%
Miscellaneous	16.1%
Don't know	8.0%

* This column does not add to 100% since many students gave more than one response.

TABLE 71

THINGS ABOUT SCHOOL STUDENTS FIND MORE DIFFICULT

Response	Returnees (N=199)*
Nothing	33.2%
Being with younger kids/making friends	11.1%
Getting there/not skipping	10.1%
Getting homework done/studying	9.5%
Math	8.5%
Higher standards/harder work	8.0%
English	7.0%
Getting back into routine	5.0%
Concentrating on work/sitting in class all day	3.5%
Respecting teachers	3.0%
Miscellaneous	14.1%
Don't know	1.0%

* This column does not add to 100% since some students gave more than one response.

TABLE 72

THINGS ABOUT SCHOOL STUDENTS FIND EASIER

Response	Returnees (N=199)*
Getting along with teachers/accepting authority figures	18.1%
The work	17.1%
Everything	12.1%
Math	10.6%
The courses/subjects	9.5%
Making new friends/getting along with other students	7.5%
English	7.0%
Knowing why I'm there	6.0%
Concentration	4.0%
Getting up in the morning/getting there	3.5%
Attendance	3.0%
Getting good marks	2.5%
Science	2.0%
Repeated subjects	1.5%
Miscellaneous	21.6%
Don't know	2.0%

* This column does not add to 100% since some students gave more than one response.

TABLE 73

DO STUDENTS GET ALONG BETTER OR WORSE WITH OTHER STUDENTS WHEN THEY RETURN COMPARED TO WHEN THEY LEFT?

Response	Returnees (N=199)*
BETTER (56.3%)	
- I make friends easier/I get along better with students	24.6%
- I am more open/forward/not so shy	12.1%
- I can relate to students in this school	7.0%
- Students here are friendlier	7.0%
- I don't fight now	5.0%
- They come to me because I'm older	5.0%
- I know the students better now	3.0%
- I have better attendance	2.5%
- I communicate more/talk more	2.0%
- I am happier now/less mad/less depressed	1.5%
- Miscellaneous reason	5.5%
- No reason	1.0%
WORSE (7.5%)	
- Others are younger	2.5%
- Others are idiots/narrow-minded/immature/ inexperienced	2.0%
- My English is poor	1.0%
- I keep to myself/don't talk to others much	1.0%
- Others have different interests	1.0%
- I feel singled out/different	0.5%
- Others are selfish	0.5%
- No reason	1.5%
SAME AS BEFORE (29.6%)	
SOMETIMES BETTER/SOMETIMES WORSE (1.5%)	
Don't know (5.0%)	

* This column does not add to 100% since many students gave more than one explanation for their response.

TABLE 74

DO STUDENTS GET ALONG BETTER OR WORSE WITH TEACHERS WHEN THEY RETURN COMPARED TO WHEN THEY LEFT?

Response	Returnees (N=199)*
BETTER (71.4%)	
- Can talk to them easier/more calmly/not afraid/ say what I want	24.6%
- They are more helpful/interested/personal	14.1%
- I talk to them more/tell them my problems/I know them better	12.1%
- I behave better/not rebellious/mouthy	8.5%
- My marks are better/I work better/I attend school more	6.5%
- I make use of their skills now/I ask for help when necessary	6.5%
- I respect them now/don't resent them	6.5%
- There are better teachers here	6.0%
- They respect me now/don't bug me	4.5%
- I see them as people now	3.5%
- Miscellaneous reason	7.5%
WORSE (3.0%)	
- They don't show an interest in me	1.0%
- They are snobs	1.0%
- They are boring	0.5%
- They lecture	0.5%
- Miscellaneous reason	0.5%
- No reason	0.5%
SAME AS BEFORE (19.1%)	
SOMETIMES BETTER/SOMETIMES WORSE (3.0%)	
Don't know (3.5%)	

* This column does not add to 100% since many students gave more than one explanation for their response.

Finally, the students were asked what they felt teachers, principals/vice-principals and guidance counsellors should do to help returnees and how they felt about asking these people for special help. Tables 75 to 80 contain their ideas. The students emphasized, in a variety of ways, that these people could help by being understanding, friendly, respectful, available, not too strict and should encourage them, relate to them as equals and make them feel wanted and comfortable. Some suggested that the teachers should allow for a period of readjustment, give extra help, keep a tab on them and treat them like ordinary students; some suggested that the principals and vice-principals should interview them about their goals and reasons for returning, keep an eye on them and relax rules; and, some suggested that the guidance counsellors should check up on marks, attendance and personal problems, get them the right courses and teachers and help them make decisions about the future. The students scarcely mentioned such ideas as special academic considerations or changes in the curriculum.

More students feel comfortable about asking teachers and guidance counsellors than principals/vice-principals for special help, although several students also indicated a reluctance to go to teachers and guidance counsellors.

Summary and Discussion

The following is a list of findings associated with majority proportions of the returnees:

- Returning to school had been a success (75%)
- The right school had been chosen (70%)
- Someone outside the school had encouraged the return (72%)
- Parents had encouraged the return (51%)
- Friends felt glad, pleased, happy, proud (67%)
- Parents felt glad, pleased, happy, proud (75%)
- Parents were providing financial support (66%)

TABLE 75

STUDENTS' OPINIONS OF WHAT TEACHERS SHOULD DO TO HELP RETURNEES

Opinion	Returnees (N=199)*
Allow for period of readjustment/give extra help/ be understanding	24.1%
Encourage us/keep tab on us	17.1%
Treat us like ordinary students	12.6%
Be friendly/have respect	9.0%
Talk to us/relate to us as individuals	8.0%
Make us feel wanted/comfortable	6.5%
Get to know us (goals, reasons for dropping out, mistakes)	4.5%
Teach interesting things	4.5%
Don't be sarcastic/lecture about mistakes	4.0%
Don't be too serious/too strict	3.0%
Miscellaneous	9.5%
Nothing	13.1%
Don't know	8.5%

* This column does not add to 100% since many students had more than one opinion.

TABLE 76

STUDENTS' OPINIONS OF WHAT PRINCIPALS AND VICE-PRINCIPALS SHOULD DO TO HELP RETURNEES

Opinion	Returnees (N=199)*
Interview us for goals/reasons for returning	13.1%
Be friendly/talk to us as equals/don't be authoritarian	9.0%
Keep an eye on us/help if necessary	8.5%
Relax rules (attendance)	8.0%
Be understanding	7.0%
Encourage us	6.5%
Give a "welcome-back" talk	5.0%
Give us a chance to try again	4.5%
Don't be too quick to suspend us if we make a mistake	4.0%
Help us decide on courses	3.0%
Encourage teachers to be understanding	2.5%
Make it easier to get into school	2.0%
Be available	1.5%
Miscellaneous	14.6%
Nothing	10.6%
Don't know	21.1%

* This column does not add to 100% since many students had more than one opinion.

TABLE 77

STUDENTS' OPINIONS OF WHAT GUIDANCE COUNSELLORS SHOULD DO TO HELP RETURNEES

Opinion	Returnees (N=199)*
Check up on our marks/attendance/personal problems	25.1%
Get us right courses/teachers	18.6%
Talk to us more	14.6%
Encourage/listen/understand	13.6%
Help us define goals/future career/provide direction	9.5%
Describe educational opportunities	6.5%
Emphasize importance of education/returning to school	5.0%
Suggest extra help/arrange extra help	5.0%
Be available	3.0%
Find out if student is sincere about returning	2.5%
See us immediately	2.0%
Act like a person/be a friend	2.0%
Make us feel comfortable/at ease	2.0%
Help us to adjust to psychological aspects	1.5%
Find out why we left/help with that problem	1.5%
We don't need them/they are no help	1.0%
Nothing	3.5%
Miscellaneous	4.0%
Don't know	15.1%

* This column does not add to 100% since many students had more than one opinion.

TABLE 78

HOW STUDENTS FEEL ABOUT ASKING TEACHERS FOR SPECIAL HELP

Response	Returnees (N=199)*
Don't mind/it is easy/comfortable/good/calm	35.2%
Would go if I needed help	18.6%
I am embarrassed/uncomfortable	12.1%
I don't ask	11.1%
I just do it	10.1%
I don't need help	9.0%
It is a good idea	4.5%
I hate to be a burden/use teacher's time	4.5%
It depends on the teacher	4.0%
Teachers are unwilling to help/don't care	2.5%
That's what they are there for	2.5%
It is a necessity	1.5%
Miscellaneous	1.5%
Don't know	3.0%

* This column does not add to 100% since many students gave two responses.

TABLE 79

HOW STUDENTS FEEL ABOUT ASKING PRINCIPALS AND VICE-PRINCIPALS FOR SPECIAL HELP

Response	Returnees (N=199)*
I never have	23.6%
I wouldn't ask/I prefer not to	20.1%
I don't mind/O.K./comfortable	19.1%
I would if I needed their help	12.6%
I wouldn't ask because teacher/guidance counsellor is there	11.6%
They are too busy/too many problems	10.1%
I have no reason to ask	8.5%
I just do it	4.0%
Scared/nervous/embarrassed/stupid	3.5%
I only talk to them when I am in trouble	2.5%
They aren't much help	2.5%
It isn't the thing to do	1.5%
They discourage it	1.5%
They aren't close to students	1.5%
Miscellaneous	3.0%
Don't know	5.0%

* This column does not add to 100% since many students gave two responses.

TABLE 80

HOW STUDENTS FEEL ABOUT ASKING GUIDANCE COUNSELLORS FOR SPECIAL HELP

Response	Returnees (N=199)*
I wouldn't mind/O.K.	21.1%
Good/great	16.6%
Never needed to	15.6%
I would go if I needed to	13.1%
They are no help	11.1%
That's what they are there for	9.5%
I would for educational problems	7.5%
I would for career problems	5.5%
I just do it	4.0%
Silly/funny/uncomfortable	4.0%
Not for emotional/personal problems	3.0%
Depends on guidance counsellor	1.5%
Afraid	1.5%
Miscellaneous	2.0%
Don't know	3.5%

* This column does not add to 100% since many students gave two responses.

- Worries were associated with the return (73%)
- There were no special family responsibilities making the return difficult (90%)
- There were no other problems associated with the return (80%)
- School marks were better (77%)
- School was more interesting (79%)
- Got along better with other students (56%)
- Got along better with teachers (71%)

The two most frequently mentioned reasons for returning to school were:

- Need more education for a good job (37%)
- Credits/diplomas (28%)

The two most frequently mentioned things the students worried about when returning to school were:

- How they would do/whether they could make it (21%)
- Being among younger people/not knowing anyone (20%)

The students named a wide variety of things they wanted to learn after they had returned to school. Compared to when they had left school:

- 33% said there was "nothing" they found more difficult about school;
- 46% said there was "nothing" they found useless that they hadn't found useless before; and
- 20% said that they found learning and study more worthwhile.

The students emphasized, in a variety of ways, that teachers, principals, vice-principals and guidance counsellors could help returnees by being understanding, friendly, respectful, available, not too strict and should encourage them, relate to them as equals and make them feel wanted and comfortable. They also talked of needing help in choosing courses and teachers, in making decisions about the future and in a remedial academic sense. Some felt the school officials could help by keeping a tab on them with respect to marks, attendance and personal problems.

Non-Returnees' Thoughts About Returning To School

The non-returnees were asked: (1) Have you ever considered returning to regular secondary school? and (2) Have you ever tried to return to regular secondary school?

Approximately 74% of the non-returnees answered "no" to the first question and 91% answered "no" to the second question.

The reasons the students had not considered returning to school are given in Table 81. No reason was typical of a large proportion of the students although 16% referred to their age.

A few students had tried to return to school. The schools they had tried and the reasons they did not succeed are shown in Tables 82 and 83.

TABLE 81

REASONS NON-RETURNEES HAD NOT CONSIDERED RETURNING TO REGULAR SECONDARY SCHOOL

Reason	Non-Returnees (N=95)*
I am too old/others too young	15.8%
Learn more out of school/not much to learn there	7.4%
Rather go to community college	6.3%
No money/too expensive/I'd have to quit work	6.3%
Enjoy work/used to work world/rather stay working	5.3%
Wouldn't be better off/don't need diploma	5.3%
Hates school/bad memories	4.2%
No desire	4.2%
Happy as is	4.2%
Rather work and go to night school	4.2%
Teachers poor/teaching approach too restrictive	4.2%
Seems wierd/would feel out of place	3.2%
Doesn't relate to work I'm doing	3.2%
Prefer married life/plan to get married	3.2%
Haven't got the time	2.1%
Miscellaneous	20.0%
I have considered returning to school	20.0%
Can't remember if I considered returning	6.3%

* This column does not add to 100% since many students gave more than one reason.

Summary

Most of the non-returnees had not considered returning and had not tried to return to regular secondary school - they cited a wide variety of reasons.

TABLE 82

SCHOOLS TO WHICH NON-RETURNEES HAD TRIED TO RETURN

School	Non-Returnees (N=95)
Brockton High School	1.1%
Castle Frank High School	1.1%
Danforth Technical School	1.1%
Eastern High School of Commerce	1.1%
Midland Collegiate	1.1%
Northern Secondary School	1.1%
Oakwood Collegiate Institute	1.1%
Riverdale Collegiate Institute	1.1%
West Toronto Secondary School	1.1%
No school	90.5%
TOTAL	100%

TABLE 83

REASONS STUDENTS WERE NOT SUCCESSFUL IN THEIR ATTEMPT TO RETURN TO SCHOOL

Reason	Non-Returnees (N=95)
Told I was too old	2.1%
Tried it briefly, but didn't like it	2.1%
Told to wait until September	1.1%
Waiting list too long	1.1%
Principal never available to help me return	1.1%
Dispute with principal involving another student	1.1%
Got kicked out after 2 weeks	1.1%
Did not try to return	90.5%
TOTAL	100%

The Returnees Who Had Dropped Out Again

The reader will recall that, of the 292 returnees who were randomly selected to be interviewed, the interviewers were able to reach 237 or 81%. Of these 237 students, 38 or 16% had dropped out again and were not included in the data describing the returnees which comprises the bulk of this report. Part I of this study (Larter & FitzGerald, 1978) also showed that a few of the returnees (14% of 1,114) had dropped out and returned to school more than once.

These 38 students were asked, "Did you really want to leave school again?" Approximately 53% said "no," 39% said "yes" and 8% gave a vague answer. Table 84 shows their reasons for dropping out again. The reasons are varied, but the reader will note that many are associated with a dissatisfaction with school or an inability to cope with school. Approximately 37% described a desire to work and make money as a reason for leaving school again.

TABLE 84

REASONS RETURNEES GAVE FOR DROPPING OUT OF SCHOOL AGAIN

Reason	Returnees Who Dropped Again (N=38)*
Desire to work/make money	36.8%
Bored with/not interested in school	23.7%
Wasn't doing well/not learning	21.1%
Disliked teacher(s)	21.1%
Playing off (poor attendance)	10.5%
Financial problems (family or self)	10.5%
Never did the work	10.5%
Couldn't hack it	7.9%
Disliked people at school	7.9%
Sickness	5.3%
Disliked school	5.3%
Miscellaneous	18.4%

* This column does not add to 100% since many students gave more than one reason.

Summary

Approximately 16% of the returnees had dropped out of school again - their reasons were very similar to the reasons given by the returnees and non-returnees described in this report.

Summaries of Ten Randomly Selected Interviews

The investigators felt that a presentation of the summaries of ten interviews would show the richness of information contained in the interviews, as well as add a "human" touch to the statistical data.

In order to ensure the representativeness of the ten interviews, the investigators felt that four criteria should be met in the selection process. These criteria were whether the students had or had not returned to high school, the three most frequent reasons for leaving school, sex, and whether or not the students were born in Canada. This resulted in 24 (2 x 3 x 2 x 2) subsets of students (see Table 85).

After establishing frequencies of response for each of the four variables, a decision was made to choose five returnees and two non-returnees who mentioned dislike of school and related reasons for leaving school, one returnee and one non-returnee who mentioned desire to work and one returnee who mentioned teachers' strike. It was also decided that these same ten interviews should come from six male and four female, seven Canadian-born and three foreign-born students.

The final selection of each student interview was done randomly. The students' names are fictitious.

TABLE 85

CHARACTERISTICS OF TEN STUDENTS WHOSE INTERVIEWS WERE SELECTED

First Reason For Leaving School	Returnees (N=7)		Non-Returnees (N=3)		Total Number of Interviews
	Born In Canada	Not Born In Canada	Born In Canada	Not Born In Canada	
Disliked school/bored/ wasn't doing well/ playing off					
Male	2	1	-	1	4
Female	1	1	1	-	3
Desire to Work					
Male	1	-	1	-	2
Female	-	-	-	-	-
Teachers' strike					
Male	-	-	-	-	-
Female	1	-	-	-	1
Total Number of Interviews	5	2	2	1	10

Paul (Returnee)

Paul was born in Italy and learned to speak Italian first. He lived with both of his parents who were co-owners of a shop.

He had dropped out of school for three months and had been back in school for a year. Most of his friends were out of high school. None of Paul's brothers had dropped out of school. He said he didn't really want to leave school. His reason for quitting was "I found it too hard and didn't think it was worth it." Although leaving school was his own idea, his guidance counsellor approved it. His guidance counsellor said it was O.K. because Paul had his grade 12 and could enter college at any time. When Paul spoke to his teachers, they were surprised because "I was a pretty good student." Paul also spoke to his school principal and vice-principal, but they didn't say much. "They knew my counsellor approved it, so basically it was just a signature." Paul's friends were surprised because "people just think you gotta go from 9-13." He still thought dropping out was the best move at the time because "grade 13 is a very hard year and you got to sweat it out and I didn't think I was ready for it." He was rather puzzled as to what to do instead of going to school at the time of dropping out. Paul felt that "a little bit of coaxing" from his teachers and guidance counsellors could have persuaded him to stay in school. Paul believed that students should not be allowed to leave school until they have completed grade 13.

He had two full-time jobs while he was out of school. He was never unemployed during that period. He was first employed as a salesclerk at his parents' store and then as a shipper. Only one of the jobs was a union job. Paul was satisfied with the amount of money he earned. Meeting people was what he liked about working while waking up early in the morning was his dislike about work.

Paul found that none of the courses in school had helped him in his work. He thought his writing and math skills were adequate to meet the job requirements. He felt he had learned something valuable while out of school. Paul realized that "it's a lot better being in school. You gotta keep trying in school and get a trade because it's not very great out there working." He also learned that the work experience he had would be valuable to him in his future employment.

He had not taken any courses or special training while out of school. Being able to go out more with friends to pool halls and movies was something special that he felt he couldn't have done if he had remained in school.

Paul returned to school because he felt "I've got the potential to be somebody and I want to prove it to myself and to others." He did not return to the same school because it did not have a semester system. He believed he had made the right choice of school and felt the return had been somewhat of a success. Nobody from the school encouraged him to return but his girlfriend did. Most of his friends didn't know about his return. His parents were happy about his decision for "they would rather see me in school than working."

He found the rules and regulations of school rather useless which he didn't find useless before. School seemed more difficult in the sense that he had to divide his attention between his schoolwork and girlfriend. On the other hand, he felt "all the subjects in grade 13 doesn't scare me as much as it did the first time - it's just another grade." His marks seemed to be better in some subjects and worse in others. However, he had less interest in school. Paul said there was no change in the way he got along with other students, but he said his relationship with the teachers had gone worse. He felt that his biology teacher was boring and a snob, while his English teachers didn't like him because he came from another school.

When he returned to school, Paul was worried that he wouldn't know anybody there. He had no family or other problems that made the return difficult.

He had some suggestions regarding the roles of school personnel in helping the returnees. He felt that teachers should "try to get students more involved in class by arranging more field trips." He thought the school principal should tell the students not to quit school when they had ideas of dropping out, whereas the guidance counsellors "should try to get students into some courses they feel the students are capable of doing." Paul said he didn't need any help from his teachers because "I don't take math and I find English easy." He also didn't feel the need to go to the principal for help because "it's just not done - the only time I've ever talked to them was when I was in trouble." The guidance counsellors were the ones he often sought help from. He said "I go to them often and I finally got the course I wanted, so I feel it's worked out for me."

His mother was supporting him financially. He expected to be working as an interior designer or hotel manager in five years time. He thought he had to "graduate from school and spend at least a year working under someone else," to get these kinds of work. Paul expected to go to school until he received a three-year community college diploma.

Don (Returnee)

Don was born in Canada and learned to speak English first. He lived with both parents - his father was a meter reader and his mother was a secretary.

Don had been out of school for nine months and had been back for seventeen and a half months. Most of his friends were in high school. He did not have any brothers or sisters who had dropped out of high school. Don said he wanted to leave school because "it was basically my low marks." "I was into skipping a lot and I found other interests - pool halls. I was tired of school, the best thing to do was to go out and work." Leaving school was his idea, however his parents, guidance counsellor and teachers went along with the idea. When he spoke to his guidance counsellors, they said, "go out and get a job." Most of his teachers agreed it was a wise move because" they knew I wasn't doing anything in school." Don recalled "the first person who set me off on the idea of dropping out was the school principal." His friends thought it was a stupid move because "a good education gets you a good job." Don still thought dropping out was the best move at the time because "it gave me a little while to think about school and why I had dropped out." "Working made me appreciate school and gave me incentive to go back." Since dropping out was an impulsive decision he didn't know what to do instead of going to school. He had no intention of returning and he felt nothing could have persuaded him to stay in school. In his opinion, students should be allowed to leave school at 16 years of age.

While he was out of school, he had had three full-time jobs and one part-time job. The total amount of time he spent looking for a job was three months. He was unemployed one-third of the time while out of school. The full-time positions he held were office clerk, gas station attendant and short-order cook. Only one out of the three jobs was a union job. The part-time job he had was mail sorter. He was generally satisfied with the amount of money he was making. The good pay was what he liked about working, while having to be involved with dishonest business policies was what he disliked about working.

Don felt none of the courses in school had helped him in his work. He felt business administration courses which were not offered at his school might have helped him in his work. He felt his writing skill was good enough for the job requirements.

While he was out of school, he learned that "an education helps." "My sense of value became more impressioned into my mind - the value of school, the more job applications I put in, the more rejections I got because of insufficient education." In addition, he felt the work experience "sort of gave me an insight into what I'd be doing for the rest of my life if I didn't go back to school. I wasn't enjoying the jobs but liked the money."

Don had not taken any special training and courses while out of school. He considered living on his own the special thing he did that he couldn't have done if he had been in school.

He returned to school because he "felt that by playing around, going from one job to another doesn't do any good." He believed going back to the same school was a right choice and the return had been a success. His explanation was "the school is in my area." "I'm back living with my parents, and for what I wanted to be (electrical engineer), I needed that school." Nobody in the school had helped him to return. His parents encouraged him and they were relieved that he returned. His friends felt happy for Don. They thought it was a wise move.

Don found that the electricity courses were particularly worthwhile and found nothing useless about school. It seemed more difficult for him to put up with his math teacher who was near retirement because "he hasn't been teaching; can't discipline kids." However, it seemed easier to relate to the other teachers for Don got to know them "as people, not just as teachers." As a result, he felt his relationship with the teachers had improved. Don said his interest in school had increased, his marks remained the same and there was no change in his relationship with other students.

The thing that worried him on returning was that "the teachers would hold grudges against me because I had caused trouble before I left school." The problem Don encountered on returning was the school didn't want him for fear that he would get into trouble with teachers.

Don felt that teachers should help returnees to adapt and should cancel any previous grudges, while guidance counsellors should try to be more sympathetic and not to treat returnees just as a statistic. He thought there was nothing principals could do to help because "they just sit back and run the school." With respects to asking the school staff for special help, he felt comfortable about asking the teachers when he needed help, but he found the guidance counsellors rather useless and he couldn't think of anything for which he could ask the principal.

He was supported by his parents financially. He expected to be working as a electrician in five years time, but wanted to be an electrical engineer eventually. He expected he needed a grade 12 education and an apprenticeship to get a job as an electrician. He expected to go as far as grade 12.

Lynn (Returnee)

Lynn was born in Trinidad and learned to speak English first. She was living with her guardian who was a welder.

She had quit school for two months and was back in school for three and a half months. Most of her friends were in school. She had brothers and sisters who had dropped out of high school and had not returned. She said she didn't want to leave school but the Spanish, economics and English subjects in school were too difficult for her, so she quit. Leaving school was her own idea and nobody agreed with her. She didn't speak to any of the school staff about leaving school because she didn't think of it and also she was leaving school on impulse. She didn't talk to her friends because they might disapprove. Lynn admitted that dropping out was not the best solution at the time because "most students need education to get along and to get a job." She was rather uncertain as to what she was going to do after quitting school for "I knew I couldn't get a job because of my level of education." She had the intention of returning to school some day. Lynn felt that her dropping out could have been prevented if "the subjects were changed to a lower level or if I changed to something else." In her opinion, students should be allowed to leave school at age 17.

She was unemployed and didn't look for a job during the whole time she was away from school.

Lynn felt that she had learned something about life while out of school which was "never to leave school until you're completely finished because when you're finished, you've got a good education and can go out into a field you want to." She also realized that school is the best style of life.

She had not taken any courses or special training while she was out. She considered watching a lot of television as the special thing she did that she couldn't have done if she had been in school.

She decided to return to school because "I thought it was the best thing to do from any point of view." "It's better to finish education completely and then go out into the world and do what your mind's set on doing." She felt she had made the right choice to return to the same school because it was the closest one to where she lived. The return, she felt, was a success. Her school vice-principal and her uncle had encouraged and helped her to return. Her close friends and parents also felt it was a good idea for her to return.

Lynn felt that ever since her return she found nothing useless about school. School seemed easier to her than before because she could understand the subjects better. She couldn't say whether she was getting better or worse marks, but she was sure she was more interested in school. Lynn also felt she related better to students and teachers because she knew them better than she did before and they knew her better too.

The only problem that worried her when she returned was "probably just the extra time I have to spend catching up on the subject."

In her opinion, the school staff can help the returning students in many ways. For example, teachers can "spend a little extra time with them, give students make-up tests so they can reach the same level in the maths as the other kids who didn't leave," while the principal can "try talking to them on an individual basis about why they left and their reason for returning," and the guidance counsellor "can point out the good points and bad points in returning as well as in leaving and help students who don't have a career in mind." Lynn felt it was a good idea to ask for special help from the staff. Her feeling was "if you don't ask the teachers, they might not give it (help)--- it's good to ask the principal or vice-principal for help because they can explain better than I can to the teachers why I need special help --- and you can always ask the guidance counsellor something - you can always relate to them in one way or another."

Learning how to relate to people was the kind of thing Lynn wanted to learn when she was back in school.

She was supported financially by her guardian. She expected to be working in the area of interior design five years from the time she was interviewed. She thought she had to go to college in order to get this kind of work, but she expected to go no further than grade 12 in high school.

Frank (Returnee)

Frank was born in Canada and learned to speak English and Italian at the same time. His father was on compensation, while his mother was a housewife.

He had been out of school for two years and had returned for twenty months. Most of his friends were out of school. His sister also dropped out, but had never returned to school. Frank said he did not really want to leave school but "I just lost interest -- I guess I wanted to experience something different -- I got into the habit of skipping." Leaving school was his own idea. He did not speak to his guidance counsellors though he said he needed guidance. This was because he couldn't find the right person to trust. He also did not discuss the idea with his teachers because "I think teachers take the wrong attitude to someone who skips." When he talked to his principal and vice-principal, they left the decision to Frank and said they thought dropping out was a mistake. His younger friends didn't care, while the older ones said it was stupid to leave school. Frank still thought dropping out was the right thing to do at the time because "it gave me a better perspective of what the world's all about and what you can do with the education you have." When he left he had the idea that he would work instead of going to school. He had the intention of going back to school some day. He felt that if more people from the school had paid more attention to him and helped him he would have stayed in school. He thought students should be allowed to leave school at 15 years of age.

He had had one full-time, non-union job as a truck driver and two part-time jobs as a stock boy at grocery stores. It took him a total of seven to eight months to look for these jobs, meaning that he was unemployed 31% of the time when he was out of school. He was satisfied with the amount of money he was making. Having money and independence were the two things he liked about working. The long hours and the lack of job advancement were his dislikes about working.

He felt that nothing taken in school had helped him in his work. Frank said some management courses not available in his school might have helped him. He said he could handle all the writing, reading and math needed on his jobs.

In response to what valuable things he had learned while out of school, he said "to stay in school." "School is valuable because it's a place to learn if you know what you want out of it. Work is hard, you have to be prepared for it before you can handle it." He also learned to endure and enjoy school more.

He had not taken any courses but had special training in truck driving and bulldozer driving. The former was taken as a job requirement, the latter for interest. Both were taken on-the-job in a building supply company. Spending extra time with girls was the special thing Frank did that he felt he couldn't have done if he had been in school.

He returned to school because "I always felt I had to get an education." He returned to the same school because he was familiar with the surroundings and he wanted to prove to people that he could return. He wasn't sure if he had made the right choice of school but he felt the return was a success. The vice-principal in Frank's school helped him to return. His parents also encouraged him and they were happy he returned. His friends who were out of school said he was nuts, but those who were in school said "Good for you, damn it, you're finally doing something."

He found the courses in aircraft and involvement in school sports more worthwhile than before. He was upset by the way teachers treated the students after the strike. "For a while it was terrible. I think they were kind of bitter -- as an aftermath of the strike." The more difficult things about school after the return were adjustment to the school situation and doing homework. However, attending classes seemed easier. Frank was getting better marks and was more interested in school. He couldn't say whether he related better or worse to other students. "I feel kind of awkward being in with younger guys jumping around like monkeys in a tree." He felt he got along better with teachers because "it is more of an adult-to-adult relationship rather than a student-teacher relationship."

What worried him most about returning was the adaptation to the academic life and to "stick it out and complete the education." Another problem that complicated the return was his father's operation. Because of that, Frank was expected to help out financially for a while.

With respect to what the school should do to help returnees, he felt that teachers "should not condemn the student, should talk with him about his problems," while principals should "stick by the pupil and make you feel you're needed and that they care for you." Frank said guidance counsellor "should be less analytical, instead of taking a 'look' approach, they should treat you as a friend." On the issue of asking help from the staff, Frank felt that teachers and principals "should approach you first and break the ice." He said guidance counsellors totally turned him off due to a bad experience he had had in grade 7.

Frank was supported by his parents and himself. He wanted to learn aircraft engineering after his return. He expected to be working in this area in another five years. Frank thought he needed a grade 13 education to get this type of job. He planned to go in school until he received a two-year community college diploma.

Cindy (Returnee)

Cindy was born in Canada and learned to speak English first. She lived with her mother - a housewife. Her father was deceased.

She had dropped out for two months and had returned to school for seven months. Most of her friends were out of high school. She wasn't sure whether she really wanted to leave school but since she was "getting bored with school - didn't feel like going anymore," she quit. Leaving school was her own idea and no one else supported it. She had doubts as to whether dropping out was the best thing to do at the time but she did it anyway. Her feeling at that time was "I was getting behind in my work from not being there and I know I wouldn't have passed." She did not speak to any of the school staff about leaving, but she talked to her friends about it. Some agreed and said "why not go back next year?" Cindy had no idea what she was going to do instead of going to school at the moment of leaving. She only knew she had the intention of returning to school some day. She felt that if she could have caught up with her work she would have stayed. She believed that the age students should be allowed to leave school should be 17.

She had not worked nor taken any special courses and training during the time she was away from school. While she was out of school, she learned that "I needed a good education and I couldn't get it by just walking the streets."

The reason she wanted to return was "I wanted a good education so that when I leave school, I'll have a chance of getting a good job." She returned to the same school that she left because she liked the semester system there. She believed that she had made the right choice. She also felt returning had been a success. Nobody in her school encouraged her to return to school, but her boyfriend and mother did. Her close friend, who had just quit school, didn't care about her return. She found it worthwhile to return because "it gave me something to do so I'm not laying around." She found everything about school useful and the subjects seemed easier since she returned. For example, "typing is easier because it's what I want to do when I'm out of school, so I put more effort into it." She got better marks than before and was more interested in school. Although she felt her relationship with other students had not changed, she seemed to get along better with teachers. She found the teachers "more friendly and helpful now, they don't just ignore me when I want help."

She had special family responsibilities that made it difficult for her to return to school. She explained "my mother wasn't feeling well and I wanted to stay home and help her." Another problem she had in returning was readmission. She was warned that "if I wasn't going to make an effort to attend school, they weren't going to let me in."

In response to what the school should do to help returning students, she suggested that "teachers should make the class period more enjoyable - not all work - talk to returning students like a friend," and school principals should "make school a little more exciting, have more trips and dances." She used to feel embarrassed asking teachers for help before, but she felt rather easy about it since returning. However, she was still afraid to ask for special help from the principal because "they seem more strict - they're the head of the school." Cindy felt it was inappropriate to ask the guidance counsellors for special help "because you don't look at them like a teacher, they're just there to help you pick your subjects."

The kind of subjects she wanted to learn on returning were "commercial things for secretarial work, typing, stenography and business machines." She received financial support from her mother.

She expected to be working as a secretary in five years. She thought she had to work hard in school in order to get this kind of work. She expected to go as far as grade 12.

Kevin (Returnee)

Kevin was born in Canada and learned to speak English first. He lived with both of his parents. His father was a meat cutter and his mother a housewife.

He had quit school for one year and had been back in school for eight months. Most of his friends were out of high school. None of his brothers or sisters had dropped out. He said he didn't really want to leave school, but he had the desire to work and make money. Besides, he was pretty tired of school and had lost interest in school. Leaving school was his own idea although his parents agreed with him. Kevin did not speak to any of the school staff about his leaving because he felt "they could not help me or say anything that could change my mind." He talked to his friends about the decision and they said it was his own personal choice. When he dropped out he didn't know what he was going to do instead of going to school and he had no intention of returning. He felt there was nothing that could persuade him to stay. It was his belief that students should be allowed to leave school at age 18. He still thought dropping out was the best move at the time since "I wasn't enjoying school, it wasn't serving any useful purpose."

Kevin was unemployed and looking for a job half of the time (6 months) while he was out of school. He had had two full-time jobs, one of which was a union job. The jobs were machine operator and filing clerk. He was satisfied with the money he earned as machine operator. Not having to do homework and having money were what he liked about work while poor pay (for one of his jobs) was what he disliked about working.

He felt none of the courses taken in school had helped him in his work. Kevin thought he was competent in his writing and math as required by his jobs. While he was out he learned that "school wasn't as bad as it seemed." "My attitude changed -- figured the more education I could get, the better I'd be."

Kevin had not taken any courses or special training while he was out of school and he had not done anything special that he couldn't have done if he had been in school.

He returned to school because he wanted more education. "It seems that more education is a necessity because it's an advantage to you occupationally and in life in general." He had not returned to the same school that he had left because he wanted a change. He believed that he had made the right choice of school and the return had been a success. Nobody encouraged or helped him to return. His close friends said "returning was the best thing for me." His parents were quite happy about Kevin's return.

Studying, homework and the challenge of school were more worthwhile after he returned. "Before, school wasn't challenging or interesting and now it's a challenge to do well on projects or assignments." Nothing about school seemed more difficult. On the contrary, he found it easier to get better marks because he spent more time doing homework. He was more interested in school than before. Kevin also felt he was closer to some of the students than in the past and got along better with teachers. This was because "I take more of an interest and so do they because of it." There was nothing in particular that worried Kevin about returning to school.

When he was asked about the responsibilities of the school staff in helping the returnees, he felt that "teachers can't really do anything, it's sort up to the student." He thought the principal and vice-principals couldn't do anything because "there's sort of a gap between them and students because of their administrative position." However, he thought guidance counsellors could help returnees by "working out a good, interesting timetable." Kevin felt there was no problem asking teachers for help and he didn't have any need to go to the guidance counsellor and principal for special help.

The kinds of things he wanted to learn on returning to school were "interesting things that will be useful later in life such as history, economics, etc."

His parents were supporting him financially. He expected to be working, possibly as an athletic trainer in five years time. He thought he had to take some community college courses to have the qualifications. Two years of community college and some university credits was the highest education he wanted.

Becky (Returnee)

Becky was born in Canada and learned to speak English first. She lived with both parents - her father was a publications manager and her mother was a showroom manageress.

She had left school for seven and a half months and had been back for one and a half years. Most of her friends were out of high school. None of her brothers or sisters had dropped out of school. She said she really wanted to leave school and explained that due to the teachers' strike and her hospitalization she had missed a lot of school and feared that she might not make it through. Leaving school was her own idea and her parents agreed. She did not talk to the guidance counsellors since nobody was there during the strike. She also did not speak to the school principal and vice-principal because her father had contacted them. However, she did talk to her teachers. They wished her luck and said they hoped to see her next year. Becky's friends thought it was a stupid move. However, she still thought dropping out was the best thing to do at the time because "it gave me an idea of what it was like outside of school working." She was sure that she was going to work instead of going to school at the time of leaving and she had the intention of returning to school. She said nothing could have kept her in school at that time. Becky felt that students should be allowed to leave school at 16 years of age.

During the time when she was out of school, she had had one full-time, non-union job as authorization clerk and one part-time job, also as authorization clerk. She had been unemployed and looking for a job for only four days or 1.7% of the time. She was generally satisfied with the amount of money she was making. Not having to do homework and meeting people were the two things she liked about working. There wasn't anything she disliked about working.

Becky felt none of the courses taken in school had helped her in her work. She felt that her writing, reading and math skills were good enough to meet her job requirements. While she was out of school she learned that "school doesn't teach you everything such as how to handle money, your life and those people around you."

She had not taken any courses while she was out, but she had taken a special two-week training on public relations required by her job. Travelling was the special thing Becky did that she couldn't have done if she had been in school.

Becky returned to school because "that was the deal I made with my parents when I quit." She did not return to the same school and the explanation was "____ is an academic school and while I was working I became interested in art, and _____ has a special art course." She believed she had made a right choice of school but she couldn't say whether the return had been a success or not. Nobody in her school encouraged her to return. Her close friends didn't think she could do it and they were surprised she returned. Becky's parents thought "it was great mainly because they didn't think it was right I quit with only grade ten."

Things about school that she found worthwhile were the art courses, the people and the atmosphere of the new school. Nothing seemed to be useless to her. What seemed more difficult since her return was doing homework. Her feeling was "I was away from it for a while and it's kind of hard now to sit down and do it." However, math seemed easier because it was taught better. She felt that her marks were the same as before and she couldn't say whether she was more interested or less interested in school. Nonetheless, Becky felt that she got along better with other students and teachers. This was because she knew how to communicate with them better and that she was more mature.

When she returned she was worried that she might not make it through the year because of the new school and the new people she had to adjust to. Another problem she encountered was "my boyfriend was out of school and I guess he liked the idea of me being out of school too."

Becky suggested several ways the school could help returnees: "Teachers should make their courses a little more interesting and not look down on you like you're little kids." The guidance counsellors should "talk to the returning students and see what they really want to do in life so they can help them choose their subjects." She said it didn't bother her to ask teachers and guidance counsellors for help, but she had never asked a principal or vice-principal because she didn't know them.

The course she wanted to learn on returning was public relations so that she would know how to conduct herself with people.

Becky was supporting herself financially. She expected to be working as a layout artist or cosmetologist in five years, and she figured she would need a college education for such jobs. She expected to go to college for three years.

Brian (Non-Returnee)

Brian was born in Canada and learned to speak English first. His father was a manager with a travel agency and his mother was a housewife. He was living on his own at the time of the interview.

He had been out of school for two years and had never returned. About half of his friends were out of high school. None of his brothers had quit school. He wanted to leave school so that he could work and there were also family problems. Leaving school was his own idea and nobody else went along with the idea. When Brian talked to his guidance counsellors about dropping out, "first they tried to convince me not to and then they said do it if it's what you want." He did not discuss the decision of leaving school with his teachers and school principal because "I didn't think it was necessary, I had my mind made up, I know they'd try to convince me to stay, and I had had enough of that bullshit." He also didn't talk to his friends about dropping out. In retrospect, Brian still thought that leaving school was the best thing he could have done at the time because "it gives you experience to see what it's like to work eight hours a day." He felt that students should be allowed to leave school at age 16.

Brian was unemployed and looking for a job for only one week during the time he was out of school. He was employed 99% of the time and had had only one full-time, non-union job as head mail-clerk. He was happy with the amount of money he made. He enjoyed working because he could meet new people. There was nothing he disliked about working.

He felt that none of the courses he took in school had helped him in his work. He thought he was capable of handling the writing, reading and math needed on the job.

Brian felt he had learned nothing valuable about school since he had been out but he did learn something about life and work such as "how to handle money, support yourself and all that stuff," and "you have to know when to shut up - who to talk to and who not to - in other words, how to keep self-control."

He had not taken any courses while he was out of school. However, he had taken special training in dancing at a television station and night clubs just for interest. The special thing he did that he couldn't have done if he had stayed in school was to travel.

Brian had not considered returning to regular secondary school because "I hate sitting in a class, when I'm not interested in something my attention span is low; you don't need subjects like history unless you're going to be a history teacher." He said the only kind of school he intended to go to some day was a hairstyling school. He expected to attain no more than a grade 11 and half of grade 12.

He expected to be working as a hairstyler five years from the time he was interviewed. He thought taking a course from the hairstyling school and learning from friends who are hairdressers would help him get this kind of job.

Cathy (Non-Returnee)

Cathy was born in Canada and learned to speak English first. She was living with neither of her parents at the time of the interview. The head of household whom she lived with was employed as a fireman.

She had been out of school for three years and had never returned. Most of her friends were out of high school. She also had siblings who had dropped out of high school and had not returned. Cathy wanted to leave school because "I didn't like it - found it boring, and didn't get along with the vice-principal." Although leaving school was her idea, her mother agreed with her. Cathy thought the decision to quit school was the best thing to do at the time because "I would have been skipping all the time anyway." She did not talk to her guidance counsellors and teachers about leaving school, but mentioned it to her school principal. She also talked to her friends. Some of them said they were leaving school too. She knew rather definitely what she was going to do at the time of dropping out. She was holding a part-time job while attending school and planned to work full-time after quitting school. She couldn't say what age students should be allowed to leave school.

During the three years away from school, she was employed two-thirds of the time. She took one year off to take care of her baby and worked as a full-time food sales clerk for two years. She was somewhat satisfied with the money she made, but had mixed feelings about working. She liked working because "I could be independent, and felt I was being useful," but she also disliked working because "the customers sometimes get on your nerves."

Since Cathy's job required her to use mathematics, she found the math courses taken in school had helped her in her work. She felt a course in public relations which was not available at her previous school might have helped her in her work.

When asked what she learned about life while out of school, she said "how hard it is to make a buck," and "what people are really like." She also learned that she missed school, in particular the school activities.

In addition to working, Cathy had taken correspondence courses in history and geography to upgrade herself and to teach her kids someday. The special thing she did that she felt she couldn't have done if she had been in school was to have a baby.

She expected to attain a grade 13 education. However, she had never considered returning to regular secondary school because she was too old for it and felt confined compared to working. She did not know whether or not she would be working in five years time.

Michael (Non-Returnee)

Michael was born in Portugal and learned to speak Portuguese first. He lived with both parents - his father was a construction worker and his mother did cleaning on a part-time basis.

Michael had been out of school for three and a half years and had not returned. Most of his friends were out of school. He also had siblings that had dropped out and had not returned. He said he did not really want to leave school but since "I was doing worse - getting poorer marks and losing interest in school, I decided to quit." Leaving school was his own idea and nobody else agreed with him. Both his guidance counsellor and school vice-principal did not want him to go. He did not talk to his teachers about his decision to leave because he felt his leaving "had nothing to do with the teachers." He couldn't remember what his friends said because they weren't too close. Despite the lack of support he still thought dropping out was the best thing to do at the time because "I got a job soon after and am still working." "The work experiences have been good for me." He thought the availability of special courses after school might have kept him in school, but he was not sure about this. He felt that the age students should be allowed to leave school should be 20.

He had held four full-time jobs since he quit school. The jobs were car jockey, warehouse worker, truck driver and waiter, none of which were union jobs. He had been unemployed and looking for employment for a total of six months or 14% of the time since he had been out. Michael was satisfied with the amount of money he earned. In fact money was one of the reasons he liked working. Other reasons were "working keeps me off the streets," and "I can do more with myself because I can afford it." The only dislike he had about work was the night hours.

Michael felt that none of the courses he took in school had helped him in his work. He felt that his writing, reading and math skills were good enough to meet the job requirements.

During the time when Michael was out of school he came to the realization that "school itself is valuable," and that "work has its ups and downs and you can't fool around at work."

The two special things he was able to do while out of school were to travel and earn money to buy a car. He had not taken any courses or special training since he quit school.

When asked how far he expected to go in school, he said "possibly one or two technical courses at night school." Although he had considered returning to regular secondary school, he had never tried returning to one.

Michael expected to be working five years from the time he was interviewed, but he had no idea what type of job he would get and he was worried about his future.

SUMMARY AND DISCUSSION

This report is the last in a series of three reports presenting the results of a study of returning students conducted by the Research Department of the Board of Education for the City of Toronto in 1977, 1978 and 1979.

The first report (Larter & FitzGerald, 1978) gave some descriptive characteristics of returning students. It pointed out that 1,150 or 3.9% of 29,499 Toronto Secondary School students who answered a survey questionnaire in November, 1977 were students who had dropped out of school and returned. Some other findings discussed in that report were:

- 60% of returnees were male*
- 75% had dropped out of a Toronto High School
- 86% had dropped out and returned once
- 76% had dropped out at ages 15, 16 or 17
- 67% were 17, 18 or 19 years of age at the time of the survey
- 76% had dropped out of grades 9, 10 or 11
- 73% were enrolled in grades 10, 11 or 12 at the time of the survey
- 77% had dropped out of levels 4 or 5
- 76% were enrolled in levels 4 or 5 at the time of the survey
- 64% had returned to the same school
- 42% had a part-time job at which they were making more than ten dollars every week
- 64% said they would like to combine part-time schooling with work

The second report (Cheng & Larter, 1979) presented the attitudes of regular students, principals, vice-principals, guidance counsellors and teachers to returning students. Some of the major findings discussed in that report were:

- The majority of the students and school staff thought dropout students return to school because of unemployment,

* The percentages have been rounded off.

the desire to improve their qualifications for better jobs and the realization that dropping out was a mistake.

- Very few of the students or the school personnel felt that the best kind of schooling for returnees was one which would enhance the possibility of combining school and work. Most said it depended on the student.

- The students' perception of whether it is easy for dropout students to return to school varied considerably from that of the school authorities. The students tended to feel it is not easy while the school authorities tended to think it is easy. The students who thought it is difficult for dropout students to return emphasized the many academic and social adjustments returnees have to make, whereas the school authorities who thought it is easy to return emphasized the availability of facilities such as special timetabling, careful placement of returnees into suitable programs and the availability of counselling services.

- Although students were more apt to feel that returnees might experience academic and social problems upon returning than the staff, the staff, however, when they did describe academic and social problems, highlighted the same ones. Both staff and students mentioned that the need to catch up with the school-work missed and re-adjustment to the school environment are the major academic problems returnees might encounter. There was also frequent reference by both staff and students to the social problems they believed the returnees experience as a result of the disparity between their ages and the ages of the other students.

- When asked to describe the work habits, level of maturity, motivation and conduct of the returnees, the school staff were very much more cautious than students in forming opinions. For those school staff who were willing to generalize, their opinions were rather similar to those of the students. They both had rather favourable attitudes toward the returnees' motivation to learn, level of maturity and their conduct in school, but were less impressed by their work habits.

- With reference to the questions of whether returning students are more likely than others to demand special privileges and need more special guidance and direction, there appears to be a consensus between the staff and students that returnees tend not to ask for more special privileges but tend to need more special guidance and direction.

- Most of the school personnel did not describe any kind of problems returning students might create for either other students or for the school in general. A few did feel returning students create extra work for the staff. In contrast, just over half of the students felt returning students create problems. They depicted a variety of problems but also mentioned the extra work most frequently.

- Approximately 40% of the school personnel offered suggestions that the school system might employ to help returning students. Their ideas included (1) group and individual counselling, (2) work-oriented programs, (3) special classes, (4) follow-up programs and (5) making teachers more aware of returnees.

- The students were also asked to suggest ways the school system might help returning students. A few mentioned special classes but the majority tended to say that the school staff particularly teachers and guidance counsellors, other students and the returnees themselves should help -- they provided very few details.

The purpose of this last part of the study was to describe the characteristics, opinions, feelings and experiences of a sample of students who had dropped out of school and returned and a sample of students who had dropped out and not returned.

Approximately one-quarter or 292 of the 1,150 returning students were randomly selected for in-depth telephone interviews. Contact was made with 237 or 81% of the random sample. Of these, 38 had dropped out of school again leaving 199 or 68% of the random sample of returnees who were interviewed.

The original plan for choosing a matched sample of students who had not returned unfortunately broke down at every stage - students who have left school are extremely difficult to trace. The plan was to match the 292 returnees with non-returnees on (1) sex, (2) grade when last dropped out, (3) year of birth, (4) age when last dropped out and (5) type of school last left. In the end, 95 non-returnees were interviewed and the investigators decided to describe the characteristics of the returnees and non-returnees on these five variables and compare them statistically. They were statistically different on two of the five variables - grade when last dropped out and type of school last left. More of the non-returnees had last dropped out of grades 11 and 12 than had the returnees and there were no non-returnees who had dropped out of a school outside of the Toronto Board of Education while more had dropped out of levels 4 & 5 secondary schools. Thus, even though the matching strategy was less than successful, the returnees and non-returnees who were finally interviewed were somewhat similar in the final analysis, particularly on three of the five matching variables - sex, year of birth and age when last dropped out.

Characteristics, Opinions and Experiences Common to Returnees and Non-Returnees

The returnees (N = 199) and non-returnees (N = 95) in this study were similar in many more ways than they were different. This section will discuss the findings common to both while the next section will point out the differences.

The majority of the students were born in Canada (76%), learned to speak English first (62%), lived with both parents (57%) and were classified in the four lower levels of the Blishen socio-economic scale (72%).

The majority of the students reported that they really wanted to leave school (59%), that leaving school was their own idea (87%), that leaving school was the best thing they could have done at the time (62%), that they knew what they were going to do when they left school (76%) and that nothing could have been done to persuade them to remain in school (60%).

The students most frequently reported negative feelings and experiences associated with school as the reasons for wanting to leave; their responses fell into the following eight categories:

- Disliked school/bored with school
- Wasn't doing well/not learning
- Playing off/couldn't hack it
- Teacher strike
- Disliked teachers/teachers wouldn't help
- Disliked some of the courses
- School tried to make me change courses
- Didn't think Grade 13 was necessary

Financial reasons, personal reasons and a desire to work were cited by smaller percentages of the students. However, while the "desire to work" was not the most frequent reason the students gave for wanting to leave school, nearly all the students who said they knew what they were going to do when they left, reported they were going to look for a job or already had a job. It seems reasonable to conclude, then, that for many of the students in this study, the act of dropping out of school is more an act of escape from negative circumstances associated with school than it is a strong desire to do something else.

Many students not only reported negative feelings and experiences associated with school, but also reported that they dropped out of school without discussing the matter with school personnel; 65% did not speak to guidance counsellors, 75% did not speak to teachers and 54% did not speak to principals or vice-principals. In sharp contrast to these findings, 72% of the students reported that they spoke to their friends about dropping out. Generally speaking,

for those students who did speak to others about dropping out, the teachers, guidance counsellors, and friends were most likely to disagree with the idea while the principals or vice-principals were most likely to agree.

Approximately one-third of all the students interviewed felt that something could have been done to persuade them to stay in school. They most frequently talked of "teacher help/involvement/encouragement" and "some form of transfer."

Approximately 40% of the students felt that the school leaving age should be 17, 18 or over 18.

The majority of the students had had one or two jobs while out of school. The jobs were mostly unskilled and low-paying. The jobs were more likely to be full-time jobs than part-time ones and fewer than 15% of the full-time jobs were union ones. The full-time jobs the students most frequently mentioned were:

- Sales clerk
- Clerical job
- Shipping and receiving clerk
- Factory
- Waiter/waitress
- Cashier
- Cook
- Gas station attendant
- Construction
- Counter help/restaurant/short-order cook
- Delivery
- Apprentice

The part-time jobs the students most frequently mentioned were:

- Sales clerk
- Stock person/inventory clerk
- Cashier
- Construction
- Delivery

- Telephone soliciting
- Counter help/MacDonald's work
- Waiter/waitress
- Cook
- Clerical job

Given that many of the full-time and part-time jobs the students had had were low-paying, it is most interesting that only 26% of the students reported being dissatisfied with the amount of money they earned and when asked what they liked about working, 45% said "the money."

Approximately 27% of the students said that one thing they liked about working was "meeting and learning about people," while 13% liked "the independence and freedom."

The students were also asked what they disliked about working. They gave a wide variety of responses; however, 16% complained of undesirable hours, 12% talked of such things as monotony and boredom and 11% said it was difficult to get up in the morning.

There is a strong suggestion in this report that there is a weak interrelationship between school and the work world for students who leave school and get jobs before obtaining a diploma and for students who drop out and return to school. The returnees and non-returnees were asked to name the courses they had taken in school which had helped them in their work. The majority or 60% said "none." English, mathematics and typing were most frequently mentioned as courses which had helped, but each was mentioned by fewer than 15% of the students. And, very few of the students named a course which might have helped them in their work but was not available at the school they had left. A further assessment of the interrelationship between school and the work world of dropout students was attempted by asking the students whether they needed the basic academic skills at work - 37% said they needed to write, 37% said they needed to read and 52% said they needed to do mathematics.

Nearly all of these (over 90%) said their skills in these areas were adequate for the requirements of the jobs. Finally, the returnees were asked to describe what they had learned in the work world which was of help to them when back in school. Only 6% said that their work experience directly helped them with certain school courses.

The findings in this report not only suggest that there is a weak interrelationship between school and the work world for dropout students, but also strongly suggest that very few students continue with their education and/or get some other form of special training after they leave school - 21% had taken courses and 14% had taken other kinds of special training. These findings become even more revealing when one recalls that 91% of the non-returnees who were interviewed for this study had been out of school for more than a year.

The majority of the students reported that they had learned valuable things about life, school and work while out of school. Of the long list of things they named for the interviewers, the following were most frequently mentioned:

- You need education to get ahead and to get a good job/ You should finish school before going to work (35%)
- Life is tough/hard/no bed of roses (17%)
- Learned about people (13%)
- At work you must be responsible/not late/work hard (10%)
- Jobs and money are necessary to life (9%)
- Learned how to be independent/take care of self (8%)
- Jobs are hard to get/only "joe" jobs available (8%)
- Work is hard/harder than school (7%)

Generally speaking, the students tended to learn more positive than negative things about school while out working.

Approximately 50% of the returnees said they had learned something while out working which had helped them while back in school. Their most frequent responses were:

- Learned about people/how to treat people (10%)
- Became more motivated/more interested in school (10%)
- Learned about myself/changed myself (9%)
- Learned education is important (7%)

Approximately half of the students felt they had done things which they wouldn't have been able to do had they been in school. They listed a wide variety of activities.

A large proportion of the students (80%) told the interviewers they planned to be working in five years time.

Ways in Which the Returnees and Non-Returnees Differed*

The returnees differed from the non-returnees in that:

- They were less likely to have been born in Portugal and Italy (5% versus 15%)
- They were less likely to be living on their own (17% versus 26%) and more likely to be living with one parent (29% versus 12%)
- They were less likely to be classified in the lower categories of the Blishen socio-economic scale (68% versus 81%)
- They were more likely to say they didn't really want to leave school (35% versus 16%)
- They were less likely to know what they were going to do when they left school (68% versus 93%)

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* While the differences discussed in this section are statistically significant differences, the reader is warned against generalizing these findings to all returnees and non-returnees. The mechanics of tracing students, particularly non-returnees, makes the selection of true random samples or the selection of matched samples virtually impossible. Thus, strictly speaking, the findings of this study are only true of the students actually interviewed.

- They were more likely to have the intention of returning to school at the time they dropped out (68% versus 32%)

- They were less likely to have been out of school for more than a year (16% versus 91%)

- They were more likely to have not had a job of any kind (13% versus 4%)

- They were more likely to have not had a full-time job (30% versus 10%)

- They spent a larger proportion of their time unemployed and looking for a job (34% versus 18%)

- They were more likely to report that they had learned something valuable about school while out of school (76% versus 64%)

- They expected to get more education:

  grade 12 (33% versus 20%)
  grade 13 (7% versus 2%)
  community college (27% versus 19%)
  university (19% versus 4%)

- They were more likely to talk of getting work in five years which required more education or special training.

Findings Unique to the Returnees

The five most frequent reasons the students gave for returning to school were:

- Need more education for good job (37%)
- Credits/diploma (28%)
- Fed up with working/poor job (13%)
- To go to college/university (12%)
- To learn more (10%)

For the majority of the students, returning to school had been a positive experience. (Statistics in this report and the first report of the study indicate that approximately 15% of returnees drop out more than once.)

The majority of the returnees reported they found school more interesting, their marks were better, they got along better with teachers and

they got along better with other students.

The majority of the returnees reported that they were receiving both emotional and financial support from their parents.

The majority reported that their friends approved of their return.

Very few of the returnees experienced problems when they went back to school or had family responsibilities which made the return difficult. However, the majority did worry about returning to school - they most frequently mentioned:

- how I would do/whether I would make it (21%)

- being among younger people/not knowing anyone (20%)
  (The reader might recall that 83% of the returnees had gone back to school within a year's time which no doubt accounts for the fact that only 20% of the students were worried about their age.)

The returnees emphasized in a variety of ways, that teachers, principals, vice-principals and guidance counsellors could help them by being understanding, friendly, respectful, available, not too strict and should encourage them, relate to them as individuals and make them feel wanted and comfortable. They scarcely mentioned such things as group counselling, work-oriented programs, special classes, or follow-up programs (see page 118).

Findings Unique to the Non-Returnees

Approximately 91% of the non-returnees had been out of school for more than a year; 74% had never considered returning to regular secondary school and 91% had never tried to return to regular secondary school. The two most frequent reasons they gave for not considering a return to school were:

- I am too old/others too young (16%)

- I can learn more out of school/there is not much to learn in school (7%).

CONCLUSION

This study is essentially another study about students who drop-out of secondary schools, but it is different from many other studies in that it has focussed on students who have decided to return. Most of these students had dropped out of Toronto Secondary Schools where they had been studying at levels 4 and 5 and had returned to Toronto Secondary Schools where they again chose to study at levels 4 and 5. Most had dropped out and returned only once. Most were rated on the lowest levels of the Blishen socio-economic scale.

In the most general terms, the act of dropping out for these students was more an act of escape from negative circumstances associated with school than it was a strong desire to do something else. While the students discussed their school problems with their friends, they tended to leave school without discussing them with school personnel. Approximately one-third of them reported that school personnel probably could have done something to persuade them to remain in school.

Very few of these students stayed out of school for more than a year and, on the average, they spent 34% of that time unemployed and looking for jobs. The jobs they did get were, on the whole, unskilled, low-paying, non-union, full-time jobs. Many of the jobs did not require reading, writing and mathematics skills and, if they did, the students felt they were able to function at the level required. In addition, many students reported that none of the courses they had been taking in secondary school helped them in the work world and that none of the other courses available in secondary school would have helped. They did not get involved with on-the-job training or apprenticeships. Very few continued their education while out of school in the form of correspondence courses, night school courses, manpower training courses, community college courses, etc.

While the students were either unemployed or had held low-status jobs while out of school, most reported that they had learned valuable things. The things they reported learning were of an abstract, attitudinal nature such as "you need education to get ahead," "life is no bed of roses," or "about people." The students seem to have matured while out of school and the changes of attitude seemed to have helped many after they returned to school. Very few of the students reported learning more concrete things which helped them directly with course work after they returned.

For the majority of the students, returning to school was perceived as a positive experience. Many reported that they were more interested in school, were getting better marks and were getting along better with teachers and other students. Many were receiving both emotional and financial support from their parents and many said their friends approved of their return. They returned to school to get more education "for better jobs," "for credits," "for diplomas," "to get into colleges," "to get into universities," or "to learn more."

Even though the students had returned to school, 42% still held part-time jobs at which they were making more than ten dollars every week and 64% said they would like to combine part-time schooling with work. Their continued interest in working is interesting; the three things they most frequently reported liking about work were the money, the chance to meet people and the independence.

This study also investigated the attitudes of regular students, principals, vice-principals, guidance counsellors and teachers to returning students. Three findings were particularly informative and interesting:

(1) Very few of the regular students or the school personnel felt that the best kind of schooling for returnees was one which would enhance the possibility of combining school and work. However, as indicated above, many of the returning students were working part-time and were interested in combining part-time schooling with work.

(2) Staff and regular students frequently referred to the fact that returnees would experience social problems because of the disparity between their ages and the ages of the other students. Very few of the returnees described such problems and this is not surprising when one considers that nearly all returned to school within a year of leaving.

(3) Approximately 40% of the school personnel offered suggestions that the school system might employ to help returning students. Their ideas included (1) group and individual counselling, (2) work-oriented programs, (3) special classes, (4) follow-up programs and (5) making teachers more aware of returnees. The returnees, on the other hand, emphasized in various ways that teachers, principals, vice-principals and guidance counsellors could help them by being understanding, friendly, respectful, available, not too strict and should encourage them, relate to them as individuals and make them feel wanted and comfortable. A recent study of a Toronto alternative school for dropouts called CONTACT (Larter and Gershman, 1979), found that returning students in that school were impressed by the friendship understanding and respect they received from the staff.

Many students do not return to school after dropping out. This study also investigated the opinions, attitudes and experiences of a few of those who had not returned. Because an attempt was made to find a sample of non-returnees who matched the returnees in this study, many of the non-returnees were students who had dropped out of Toronto schools and had been studying at levels 4 and 5. The circumstances surrounding their leaving school and their experiences in the work world were very similar to those of the returnees. However, some differences came to light. The non-returnees were more determined to leave school, were more likely to leave because they wanted to work, were more likely to know what they were going to do when they left and were less likely to think about returning to school. The non-returnees seem to experience less unemployment on the average. More of the non-returnees had been born in Portugal and Italy.

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APPENDIX A

Interview Schedule for Returning Students

Hello, my name is _____

and I've been hired by the Toronto Board of Education to interview a sample of students who have dropped out of school and then returned. As you may recall, you filled out a questionnaire from us in November. The purpose of this interview is to obtain ideas from returning students like you about your experiences while you were out of school and your feelings about returning to school. We hope that this study will help make things better in the schools.

Do you have half an hour to talk to me now?

[If NO] - When would be more convenient?

_____

I want you to know that your answers will be kept confidential, so that you may say anything you want. Your answers will not be given to the school. However, all the students' answers will be summarized in a report, and then the information will be destroyed when the study is finished.

After each question I'll need some time to write down your answers, so there will be some pauses. Are you ready?

QUESTIONNAIRE FOR RETURNING STUDENTS

Name: _____

I.D. Number: _____ 1 ------ 6

Part A

The first group of questions we would like you to answer are about the last time you dropped out of school..

1. Did you really want to leave school? ___ 7
2. Could you tell me the reasons you had for leaving school?

_____

_____

_____

_____

_____

_____

3. Was leaving school your own idea? ___ 8
4. [If NO] Whose idea was it? _____

   [If YES] Who agreed with the idea? _____

   _____
5. Do you think dropping out was the best thing you could have done at the time? ___ 9
6. [If YES] In what way?

   [If NO] Why not? _____

   _____

   _____

   _____
7. Did you speak to a guidance counsellor about dropping out? ___ 10

8. [If YES] What did they say about it?

   [If NO] Why not?

   _____

   _____

   _____

   _____

9. Did you speak to any of your teachers about dropping out? ___ 11

10. [If YES] What did they say about it?

    [If NO] Why not? _____

    _____

    _____

    _____

11. Did you speak to your principal or vice-principal about dropping out? ___ 12

12. [If YES] What did they say about it?

    [If NO] Why not? _____

    _____

    _____

    _____

13. Did you talk to your friends about dropping out? ___ 13

14. [If YES] What did they say about it?

    [If NO] Why not?

    _____

    _____

    _____

    _____

15. When you dropped out did you know what you were going to do instead of going to school? ___ 14

16. [If YES] What were you going to do?

[If NO] Was there any reason for that?

_____

_____

_____

_____

17. When you dropped out did you intend to go back to school some day? ___ 15

18. Is there anything that could have been done to persuade you to stay in school? ___ 16

19. [If YES] What?

_____

_____

_____

_____

20. At what age do you think students should be allowed to leave school? 17 18

Part B

Now I'd like to talk about some of your work experiences the last time you were out of school, but first I have to ask you:

1. How long were you out of school:

_____

2. And how long have you been back in school:

_____

3. How many <u>full-time</u> jobs did you have while you were out? 19 20

4. How many <u>part-time</u> jobs did you have while you were out? school? 21 22

5. While you were out, how long altogether were you unemployed and looking for a job?

_____

6. Could you tell me the full-time jobs you had?

1. _____ —
2. _____ —
3. _____ —
4. _____ —
5. _____ —
6. _____ —
7. _____ —
8. _____ —
9. _____ —
10. _____ —

7. Could you tell me the part-time jobs you had?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

8. I'm now going to read back the full-time jobs you listed, and I'd like you to tell me for each one whether it was a union or non-union job. (1 for union job; 0 for non-union job)

9. When you were working, were you generally satisfied with the amount of money you were making? ___ 23

10. What courses did you take in school that helped you in your work?

_____

_____

_____

_____

_____

11. Were there any courses which were not available at your school which might have helped you in your work? ___ 24

[If YES] 11a. Which ones?

_____

_____

_____

_____

11b. Are any of these courses available at your present school? ___ 25

11c. Are you taking any of these courses? ___ 26
[If YES] Which ones?

_____

_____

_____

_____

12. Did you need to do any writing on your job? ___ 27

[If YES] 12a. Could you write well enough? ___ 28

[If NO to 12a] Have you come back to school to improve your writing? ___ 29

13. Did you need to do any reading on your job? ___ 30

[If YES] 13a. Could you read well enough? ___ 31

[If NO to 13a] Have you come back to school to improve your reading? ___ 32

14. Did you need to use any math on your job? ___ 33

[If YES] 14a. Could you do math well enough? ___ 34

[If NO to 14a] Have you come back to school to improve your math? ___ 35

15. Did you learn anything valuable about life while you were out of school? ___ 36

[If YES] What did you learn?

_____

_____

_____

_____

_____

16. Did you learn anything valuable about school while you were out? ___ 37

[If YES] What did you learn?

_____

_____

_____

_____

_____

17. Did you learn anything valuable about work while you were out of school? ___ 38

[If YES] What did you learn?

_____

_____

_____

_____

_____

18. What did you like about working?

_____

_____

_____

_____

_____

19. What did you NOT like about working?

_____

_____

_____

_____

_____

20. Has anything you learned while you were working been of any help to you now that you're back at school/ 5___ 39

[If YES] What is that?

_____

_____

_____

_____

Part C - OTHER ACTIVITIES WHILE OUT OF SCHOOL

I would now like to talk about other things you did while you were out of school.

1. Did you take any courses? ___ 40

[If YES] 1a. What courses did you take?

_____

_____

_____

_____

1b. Why did you take them?

_____

_____

_____

_____

1c. Where did you take them?

_____

_____

_____

_____

2. Did you take any other special training? ___ 41

[If YES] 2a. What kind of special training didyou take?

_____

_____

_____

_____

2b. Why did you take it?

_____

_____

_____

2c. Where did you take it?

_____

_____

_____

_____

3. Did you do anything special while you were out of school that you couldn't have done if you had been in school? ___ 42

[If YES] What did you do?

_____

_____

_____

_____

_____

_____

Part D: FEELINGS ABOUT RETURNING TO SCHOOL

Now I'd like to talk to you about some of the feelings you had about returning to school.

1. Why did you return to school?

_____

_____

_____

_____

_____

_____

2. We see that you have/have not returned to the school that you left.

2a. Why did you/didn't you return to the same school?

_____

_____

_____

_____

3. Do you believe you made the right choice of school? ___ 43

4. Was returning to school a success? ___ 44

5. Did anyone <u>in your school</u> encourage you or help you to return to school? ___ 45

[If YES] Who was that?

_____

_____

_____

_____

6. Did anyone else encourage you or help you to return to school? ___ 46

[If YES] Who was that? (position)

_____

_____

_____

_____

7. What did your close friends feel about your returning to school?

_____

_____

_____

_____

8. How did your parents feel about your returning to school?

9. What things about school do you now find worthwhile that you didn't find worthwhile before?

10. What things about school do you now find rather useless that you didn't find useless before?

11. What things about school seemed more difficult now?

12. What things about school seem easier now?

13. Are you getting better or worse marks now than you did before? ___ 47

14. Are you more interested or less interested in school now than you were before? ___ 48

15. Do you get along better or worse with other students now compared to when you left? ___ 49

[if a change is reported] In what way?

_____

_____

_____

_____

_____

16. Do you get along better or worse with teachers now compared to when you left? ___ 50

[If a change is reported] In what way?

_____

_____

_____

_____

_____

17. When you were thinking of going back to school, was there anything that particularly worried you about it? ___ 51

[If YES] What was that?

_____

_____

_____

_____

_____

18. Did you have any special family responsibilities that made it difficult for you to return to school? ___ 52

[If YES] What were they?

_____

_____

_____

_____

19. Did you have any other problems in trying to return to school? ___ 53

[If YES] What were they?

_____

_____

_____

_____

20. What should teachers do to help students who return to school?

_____

_____

_____

_____

21. How did you feel about asking teachers for special help?

_____

_____

_____

_____

22. What should principals and vice-principals do to help students who return to school?

_____

_____

_____

23. How do you feel about asking the principal or vice-principals for special help?

24. What do you think guidance counsellors should do to help students who have returned?

25. How do you feel about asking guidance counsellors for special help?

26. What kinds of things do you want to learn now that you're back in school?

27. Who is supporting you financially now?

28. Are most of your friends in or out of high school?

_____

_____

29. Have any of your brothers or sisters dropped out of high school? ___54

[If YES] Have any of them ever returned to high school?

_____

_____

Part E: EXPECTATIONS ABOUT WORK AND SCHOOL

I'd now like to ask you some questions about what you expect to be doing in the future.

1. Do you expect to be working five years from now?

[If YES]

a. What sort of work do you expect to be doing?

_____

_____

_____

b. What do you expect you'll have to do to get this kind of work?

_____

_____

_____

[If NO]

c. What do you expect to be doing?

_____

_____

_____

2. How far do you expect to go in school?

_____

_____

Part F: PERSONAL INFORMATION

We have now come to the last set of questions, which are about your family.

1. Were you born in Canada? ___55

   [If YES] What province? _____

   [If NO] What country were you born in?

   _____

2. Was English the first language you learned to speak?

   [If NO] What language did you learn to speak first? ___56

   _____

3. Did you learn to speak English and another language at the same time? ___57

   [If YES] What was the other language?

   _____

4. Are both parents alive and living with you?

   Both _____

   Only Mother _____

   Only Father _____

   Neither _____

5. What is your father's job now?

   _____

6. What is your mother's job now?

   _____

7. [If lives with neither parent] What is the job of the head of the household where you live?

   _____

Part G: Other

Do you have anything else you'd like to say?

_____

_____

_____

_____

_____

_____

_____

. This is the end of the interview. I'd like to thank you for your help and wish you luck for the future.

Interviewer's Comments: _____

_____

_____

_____

R T S 0 2

76 80

APPENDIX B

The Follow-up Letter

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO
155 College Street, Toronto M5T 1P6, Canada, 598-4931

August, 1978

Hello! I am writing you because we have been unable to reach you by telephone. We are calling students who have dropped out of school and returned and students who have dropped out of school and not returned. We would like to ask you some questions and hear your opinions about school and the work world.

It is important to us that we talk to as many students in our sample as possible. Please call one of our interviewers at your convenience. Their names are David Hunter and Veikko Piipponen and they may be reached at 598-4898 between 5p.m. and 9 p.m.

Sincerely,

Sylvia Larter

Sylvia Larter, Ph.D.
Research Associate
Toronto Board of Education
Research Department

/lm

Duncan Green, Director of Education / Edward N. McKeown, Associate Director of Education
Mitchell Lennox, Superintendent of Professional Services / Donald G. Rutledge, Superintendent of Curriculum & Program
Helen I. Sissons, Superintendent of Personnel / Harry G. Facey, Comptroller of Buildings and Plant / David S. Paton, Comptroller of Finance

APPENDIX C

Survey Form For

Students' Attitudes to Work and Unemployment: Part I - The Survey

Study of Returning Students: Part I - Some Descriptive Characteristics

The Toronto Board of Education is conducting two research studies. One is about students who have dropped out of school and returned, and the other is about the attitudes of students toward work and unemployment. In order to begin the studies, we are asking each Toronto Secondary student to answer the following questions. Please circle your answers.

		CIRCLE ANSWERS
1.	What level (program) are MOST of your courses in?	1 2 3 4 5
2.	Did you want a job last summer?	1YES 0NO
3.	Did you have a job last summer?	1YES 0NO
4.	Have you ever looked for a part-time job at which you could work while going to school?	1YES 0NO
5.	Have you ever had a part-time job while going to school?	1YES 0NO
6.	Do you now have a part-time job at which you make more than ten dollars every week?	1YES 0NO
7.	Would you like to combine part-time schooling with work?	1YES 0NO
8.	In your opinion, what percentage of young people under the age of 25 in Canada are unemployed?	4 to 7 per cent 1 7 to 10 per cent 2 10 to 13 per cent 3 13 to 16 per cent 4 Over 16 per cent 5 Don't Know 6
9.	Have you ever 'dropped out' of school?	1YES 0NO

If you answered YES to Question 9, please answer questions 10 to 15.

If you answered NO to Question 9, please return the form to your teacher.

10. How many times have you dropped out? 1 2 3 4

11. Have you ever been in the Leaving School Early program? 1YES 0NO

Please answer the following questions for the LAST time you dropped out.

12. What grade were you in when you last dropped out? 07 08 09 10 11 12 13

13. What level (program) were MOST of your courses in? 1 2 3 4 5

14. How old were you? 14 15 16 17 18 19 20 21

15. What school did you leave? ..... NAME _____

BOARD _____

CITY _____

PROVINCE (or Country, if the school is not in Canada)

159

* Would you please give us your 'phone number -- a few of you will be 'phoned for more of your ideas about school and work..... ___ ___ ___ - ___ ___ ___ ___

APPENDIX D

LAST JOBS HELD BY THE

"LEAVING SCHOOL EARLY" STUDENTS*

* Larter, S. & Eason, G., The "Leaving School Early" Students: Characteristics and Opinions (1978, page 65).

LAST JOB HELD BY STUDENTS (N = 392)

Job	Number of Students	Job	Number of Students
Factory (unspecified)	45	Auto wrecker	1
Cleaning	21	Beauty salon	1
Busboy/girl	11	Factory (wood)	1
Shipping/receiving clerk	10	Bicycle mechanic	1
Factory (shoe)	9	Bindery	1
Sales	8	Bricklayer	1
Babysitting	8	Car washer	1
Cashier	8	Cleaning	1
Waiter/waitress	8	Cabinet maker	1
Construction	7	Chef's assistant	1
Inventory	7	Coffee shop	1
Printing shop	6	Cinema	1
Truck driver	6	Delivery (hand bills)	1
Carpentry	5	Engine repair	1
Delivery	5	Electroplater	1
Janitor	5	Exhibition	1
Restaurant worker	5	Floor man	1
Warehouse	5	Fences	1
Factory (clothing)	5	Gardening	1
Cook (short order)	4	Garage	1
Farm work	4	Haltwalker (race track)	1
Packer	4	Landscaping	1
Harvey's/MacDonald's/Pizza Parlour	4	Mailroom	1
Snack bar attendent	4	Mother's helper	1
Volunteer, non-paying jobs	4	Manager's assistant	1
Dishwasher	3	Maid	1
Mail handler	3	Mechanic	1
Machinist	3	Mover	1
Roofer	3	Day care worker	1
Store clerk	3	Nurse's aid	1
Factory (souvenir)	3	Printer (silk screen)	1
Factory (foam rubber)	2	Pin chaser (bowling alley)	1
Auto body	2	Post office worker	1
Butcher/butcher's helper	2	Race track	1
Clerical	2	Scrapping	1
Catering Business	2	Secretary	1
Dry cleaning	2	Strapper	1
Electrician's helper	2	Sewing	1
Florist shop	2	Tavern worker	1
Gas station	2	Telephone solicitor	1
Handyman (odd jobs)	2	Upholstery	1
Insulation	2	Welding	1
Kitchen helper	2	Window cleaning	1
Labourer (general)	2		
Launderer/laundromat	2	Other	20
Maintenance	2		
Receptionist	2	Never had a job	59
Repairman	2		
Sheet metal worker	2		
Mushroom farm	2	TOTAL	392
Sales clerk	2		
Painter	2		
Accounts	1		
Asphalt work	1		